DOCUMENT RESUME

ED 343 974 UD 028 592

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TITLE	Monitoring Project CANAL: Training Activities (Summer 1990). Third Quarter, Year 3 Progress Report.
INSTITUTION	Chicago Public Schools, IL. Monitoring Commission for Desegregation Implementation.
PUB DATE	Jan 92
NOTE	147p.; For second quarter report, see UD 028 591.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Achievement; *Computer Uses in Education; *Desegregation Plans; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Inservice Education; Management Information Systems; Parent Participation; Principals; Program Evaluation; School Based Management; *School Desegregation; School Districts; Secondary School Teachers; *Workshops
IDENTIFIERS	*Chicago Public Schools IL; Monitoring; Progress Reporting; *Project CANAL IL

ABSTRACT

Project Creating a New Approach to Learning (CANAL) was funded by monies granted under the Settlement Agreement between the United States and the Chicago (Illinois) Board of Education to relieve the effects of segregation in racially identifiable Black and Hispanic American schools. Using a school-based management system, principals, teachers, ancillary staff, parents, and students will develop and implement a school improvement plan focusing on increased student achievement through enhancing staff professionalism and parent involvement. The report summarizes the participation of CANAL schools in training activities offered by Project CANAL during the summer of 1990. The focus is on participation and not evaluation of the quality of the training. Part I of this report deals with modules of computer training. Nineteen of the 41 CANALS schools did not send representatives to any of the computer training modules, and 11 schools sent representatives to only one module. No school sent someone to each module. A second group of sessions covered a wide variety of topics. These topics often failed to attract the audience that seemed most appropriate. Participation was so modest and scattered across the 41 schools that it will be difficult to identify any effect of training. There are 34 tables of attendance figures. Appendices A and B provide an additional 16 tables of attendance data. An attachment outlines the project budget. (SLD)

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MONITORING PROJECT CANAL: TRAINING ACTIVITIES (SUMMER 1990)

Third Quarter, Year 3 Progress Report (Period Ending, May 31, 1991)

Submitted to the United States Department of Education

January 1992

Mary E. Davidson
Principal Investigator

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The Monitoring Commission for Desegregation Implementation monitors The Student Desegregation Plan for the Chicago Public Schools

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MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

AN EXECUTIVE ABSTRACT

Progress Report
of
Monitoring Project CANAL
Training Activities:
Summer 1990

This report summarizes the participation of CANAL schools in training activities offered by Project CANAL* during the summer of 1990 at the Project CANAL Training Center, 4071 South Lake Park Avenue, Chicago.

It focuses on participation and does not attempt to judge the quality of the training. The purpose of each training module is outlined based on descriptions of the sessions provided by the staff of Project CANAL. All official participation data were provided by the Project CANAL staff and consists of lists of individuals who signed attendance sheets at each training session.

The report is divided into two parts. Part I deals with modules that were concerned with computer skills. Part II is concerned with more general training for particular schools, groups or classroom approaches.

The computer skills training consisted of 10 modules including: Project CANAL Documentation Computer Class; Introduction to Word Processing (two modules); The Computer as an Instructional Tool, Software in the Classroom; Organizing Information; Desktop Publishing - Graphics; Disk Operating Systems; and, A Look at Computer Software.

Each module is analyzed for participation percentages. An overall analysis of the 10 modules found that 19 of the 41 CANAL schools (46.3%) did not send any participants to attend any of the nine modules, while 11 schools (26.8%) had a representative at only one modules. Some schools did participate in several training modules such as two schools went to two training sessions, four schools sent representatives to three, four schools sent representatives to four sessions, while two schools participated in six modules. However, none of the 41 CANAL schools were presented at all nine modules.

The overall purpose of the computer-related training sessions with respect to the goals of Project CANAL is unclear. There is no explanation of how the training supported the original goal of raising levels of academic achievement through the implementation of school-based management. Nor is it obvious what lessons were to be learned from the training that could be generalized to other schools or what types of research designs were in place that would enable CANAL staff to draw conclusions for such lessons.

A second group of training sessions covered a variety of topics. Some of the sessions were designed to assist particular schools in meeting the goals of their school improvement plans while others were directed toward classroom skills and content. Tables and appendices were constructed and presented on a date-by-date per training module for the reader to see the participation rates.

While the more general training sessions consisted of various topics and goals, but often failed to attract the audience that seemed most appropriate. Overall, it is difficult to see how the summer training will contribute directly towards achievement in the 41 CANAL schools. Participation was so modest and so scattered across the 41 schools that identifying any effect of the training is highly unlikely. The subject mix and the seemingly random self-selection of individuals who showed up for the sessions would make it impossible to identify the impact that any of the training may have on academic achievement. And if academic achievement improves, declines, or remains the same in the CANAL schools, there would be no reasons to assume that it was due to CANAL training.

The Monitoring Commission currently is analyzing the impact of the training activities on school reform. This report will be released in the near future.

Further questions can be referred to Barbara Leebens-Osilaja, director of communications, Monitoring Commission for Desegregation Implementation, (312) 535-8220.

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* Project CANAL (Creating A New Approach to Learning) was funded by monies granted under the Settlement Agreement between the United States and the Chicago Board of Education to relieve the effects of segregation in racially identifiable black and Hispanic schools. The Project proposes ..."to alleviate the educational inequities that have affected the academic achievement of Chicago public school children who are enrolled in selected racially identifiable schools. Utilizing a school-based management system, principals, teachers, ancillary staff, parents, and students will develop and implement a school improvement plan focusing on increased student achievement through enhancing staff professionalism and parent involvement." (CANAL Proposal, p. ii).

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

A PROGRESS REPORT

OF

MONITORING PROJECT CANAL

TRAINING ACTIVITIES:

SUMMER 1990

Mary E. Davidson, Principal Investigator
Norman R. Kurtz, Primary Consultant

Third Quarter Report, Year 3
(Period Ending May 31, 1991)

Prepared under the direction of
Mary E. Davidson, Principal Investigator
Monitoring Commission for
Desegregation Implementation
Chicago Public Schools
Chicago, Illinois

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INTRODUCTION

This report describes participation in Project CANAL training activities during the summer of 1990. It focuses on participation and does not attempt to judge the quality of the training. The purpose of each training module is outlined based on descriptions of the sessions provided by Project CANAL. All participation data were provided by Project CANAL staff and consists of lists of individuals who signed attendance sheets at each training sessions.

The report is divided into two parts. Part I deals with modules that were concerned with computer skills. Part II is concerned with more general training for particular schools, groups or classroom approaches.

PART I: COMPUTER ORIENTED TRAINING

Introduction

Computer skills training consisted of 10 modules including: Project CANAL Documentation Computer Class; Introduction to Word Processing; The Computer as an Instructional Tool; Software in the Classroom; Organizing Information; Desktop Publishing - Graphics; Introduction to Word Processing (second module on this topic); Disk Operating Systems; and, A Look at Computer Software.

Project CANAL described the purpose of the computer training as follows:

> In order to provide ongoing training in computer awareness and continuous support of school improvement initiatives, a design team was developed consisting of selected Project CANAL teachers and Mrs. Ruby Ford, Coordinator, Department of Information Processing. The design team established two major objectives: to develop the participants' skills and

confidence; and to provide participants with the information and resources necessary to make the computer a viable classroom tool.[1]

While the statement of purpose does not clarify who the intended participants were, the implication is that they will be involved in the classroom.

Project CANAL Documentation Computer Class: June 26 and 28, 1990

The Project CANAL Documentation Computer Class consisted of two sessions, the first on June 26 and the second on June 28. Project CANAL described the purpose of the class as a ". . . focus on the data entry process utilized in documenting Project CANAL activities."[2] A handout at the training sessions provided more detail on the objectives: To identify the computer hardware including the monitor, Central Processing Unit, hard disk drive, floppy disk, and to care for the floppy diskettes; become acquainted with the basic functions of the computer, enter and update local school activities; and, to access and read the local school budget.

Table A-1 in Appendix A shows who attended, whether they were members of the core planning teams (CPTS). Table 1 summarizes attendance. Twenty-nine individuals attended the two training sessions, 12 at the first and 17 at the second. Only 22 of the 29 were CPT members, while seven were other individuals from the schools. Presumably the training was available to all 41 CANAL schools, but as the legend Table 1 shows, only six CANAL schools were represented at the first session, and three at the second. One school

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[1] Project CANAL, Creating a New Approach to Learning, Volume I: Annual Progress Report, August 30, 1990, p. 38.

[2] Ibid.

TABLE 1

Project CANAL Training: 41 CANAL Schools
Project CANAL Documentation Computer Class
June 26 and 28, 1990

Date	CPT		NCPT		Total
	T	Par	T	Par	
6/26/90	2	8	1	1	12
6/28/90	2	10	4	1	17
Total	4	18	5	2	29

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Par=parent.

Number of CANAL schools represented on:

6/26/90 - 6
6/28/90 - 3

Number of different schools represented at one or both sessions - 8.

was represented at both sessions, thus only eight different CANAL schools participated in the training. The module reached a very small proportion of the 1,023 individuals on the CPTs of the 41 CANAL schools.

Introduction To Word Processing

The module titled, "Introduction to Word Processing" included four sessions. The objectives of the activity were noted as ". . . word processing, editing, organizing files, printing and care of diskettes, and the basic features of the operating system."[3]

[3] Ibid., p. 39.

The statement of purpose neither tells why the activity was chosen as part of the CANAL initiative nor is not clear how it relates to the goals of implementing school-based management or shared decision-making through the CPTs. It is not clear what impact the training will have on student achievement or what lessons will be derived from the experience that can be replicated in schools not participating in CANAL.

The details on attendance for each of the four sessions are shown in Table A-2, Appendix A. Table 2 summarizes the detail of Table 2-A. A total of 97 people took part

TABLE 2

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 2, 3, 5, 6, 1990

Date	CPT			NCPT		Total
	P	T	Par	T	Anc	
7/2/90	2	5	1	19	1	28
7/3/90	2	2	1	19	1	25
7/5/90	1	4	1	15	1	22
7/6/90	1	4	1	15	1	22
Total	6	15	4	68	4	97

CPT=core planning team; NCPT=non-core planning team;
P=principal; T=teacher; Anc=ancillary; Par=parent.

Number of CANAL schools represented at each session:

7/2/90 - 11
7/3/90 - 10
7/5/90 - 11
7/6/90 - 9

Number of different schools attending at least one session - 11.

Only 25 participants were CPT members while the remaining 72 were from non-CANAL schools. Most of the attendees were teachers, 83 of the 97, only six were principals, and eight were ancillary staff. The 97 individuals represented 11 of the 41 CANAL schools. The most obvious thing about attendees was that they represented very few of the CPT members and only about a fourth of the 41 CANAL schools.

The first training sessions were based on Word Perfect, Version 4.2 which is outdated. When the Monitoring Commission questioned the use of the outdated version, CANAL updated to Version 5.0. While that was an improvement, it is still outdated by one generation in that the current version is 5.1.

The Computer as an Instructional Tool

The training in this set of five sessions was described by Project CANAL as ". . . designed for the beginning computer user, these sessions included basic features of the operating system, computer management in the classroom, scheduling, physical requirements, care of software and hardware, and hands-on experience."[4]

More detailed objectives were listed on the class handout including: Define the three functions of the computer; recognize the role computers play in education; understand and explain the term "computer literacy"; distinguish between "hardware" and "software" peripherals; distinguish between "data" and "information"; recognize the elements of the data process flow; identify the acronyms "RAM" and "ROM"; identify the purpose of DOS;

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[4] Ibid.

identify files on a diskette; and, assist teachers in developing a classroom computer management system.

Attendance of the five sessions are shown in Table A-3 in Appendix A. Table 3 summarizes the data and shows that 150 individuals attended the five sessions. As many as

TABLE 3

Project CANAL Training: 41 CANAL Schools
the Computer as an Instructional Tool
July 9, 10, 11, 12, 13, 1990

Date	CPT			NCPT			Total
	P	T	Par	T	Anc	Par	
7/09/90	1	8	2	20	2		33
7/10/90	1	9	1	19	1		31
1/11/90		6	1	16	1		24
1/12/90		9	6	13	1	6	35
1/13/90	1	5	3	11	1	6	27
Total	3	37	13	79	6	12	150

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary; Par=parent.

Number of CANAL schools represented at each session:

7/09/90 - 18
7/10/90 - 18
7/11/90 - 14
7/12/90 - 17
7/13/90 - 15

Number of different schools attending at least one session - 19.

Nineteen of the 41 CANAL schools had at least one individual present. Only 53 of the 150 were CPT members. Most of those present were teachers, 116 of the 150. There was a marked increase in the number of parents participating, with 13 CPT parents present and 12 who were not on CPTs. Given that the objective was to assist teachers, the presence of 25 parents present was unexpected. CPT parents may find the information helpful in their management role, but the purpose of including non-CPT parents is not obvious.

The Monitoring Commission is concerned with whether an overall evaluation scheme has been developed to determine how such training helps the implementation of school-based management, or enhances student achievement. And, will Project staff be able to draw any general lessons from the training that will assist non-CANAL schools to compensate for the effects of segregation and inequality in the education process?

Software in the Classroom

Project CANAL described the purpose of the module on "Software In The Classroom" as ". . . an exploration of various computer applications that have been developed specifically for teachers, i.e., software for record keeping, lesson planning, test making and the basic features of the operating system."[5] The training appeared designed for teachers. Yet, attendance figures, Table 4, show that the proportion of teachers declined. The most obvious things about attendees is that they represented very few CPT members, and only about a fourth of the CANAL schools. Also, the number of parents attending increased. (The detail on attendance for the session is shown in Table A-4 in

[5] Ibid.

Appendix A.) Of the 121 participants, 71 were teachers, 44 were parents, and five were ancillary staff. Only 43 of the participants were CPT members, while as few as 15 of the 41 CANAL schools had a participant at the training sessions.

The general value of training teachers or parents to use computers in classrooms cannot be disputed, but the use of CANAL funds for that purpose can be questioned if there

TABLE 4

Project CANAL Training: 41 CANAL Schools
Software in the Classroom
July 16, 17, 18, 19, 20, 1990

Date	CPT			NCPT		Total
	T	Anc	Par	T	Par	
7/16/90	5	1	1	13	7	27
7/17/90	5	1	4	11	7	28
7/18/90	5	1	2	9	7	24
7/19/90	6	1	3	9	6	25
7/20/90	4	1	3	4	5	17
Total	25	5	13	46	32	121

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary; Par = parent.

Number of CANAL schools represented at each session:

7/16/90 - 12
7/17/90 - 14
7/18/90 - 12
7/19/90 - 14
7/20/90 - 9

Number of different schools attending at least one session - 15.

is no linkage to the training and the Project's purpose of implementing school-based management to improve academic achievement.

Organizing Information

Table 5 shows five training sessions organized around the topic of, "Organizing Information." Project CANAL described the purpose as ". . . the use of data bases, data

TABLE 5

Project CANAL Training: 41 CANAL Schools
Computer Instruction: Organizing Information
July 23, 24, 25, 26, 27, 1990

Date	CPT		NCPT			Total
	T	Par	T	Anc	Par	
7/23/90	5	2	8	2	1	18
7/24/90	5	5	7	2	2	21
7/25/90		4	1	2	2	9
7/26/90	3	3	6	2	2	16
7/27/90	3	3	5	1	1	13
Total	16	17	27	9	8	77

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary; Par=parent.

Number of CANAL schools represented at each session:

7/23/90 - 18
7/24/90 - 21
7/25/90 - 4
7/26/90 - 9
7/27/90 - 9

Number of different schools attending at least one session - 13.

Project CANAL described the purpose as "...the use of data bases, data entry, printing reports, creating layouts, etc., as well as the basic features of the operating system."[6]

Table 5 shows that total attendance showed a continued decline from that of the third training module. Only 77 individuals participated representing 13 of the 41 schools, see Table 5. Less than half of the participants were CPT members, 33, while 44 were not. Forty three were teachers, 25 were parents and the remaining nine were ancillary staff. (Detailed attendance at each of the five sessions is shown in Table A-5 in Appendix A.) Given the low attendance and representation of only a few of the CANAL schools, what conclusions will be possible regarding the importance of the training to the goals of Project CANAL?

Introduction to Word Processing

A second session on word processing was held the last two days of July and the first three days of August. The purpose of the sessions was not described by Project CANAL, but presumably it was the same as that of the first session on word processing that was described in Table 2.

Attendance at the five sessions declined further from the preceding sessions with only 102 individuals attending. Most of the participants were teachers, 74, with a large number of ancillaries, 22, and only six parents. Seventeen different CANAL schools were represented by at least one attendee. (See detailed description in Table A-6, Appendix A.)

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[6] Ibid.

Again, the issue of concern is the relevance of the training to the goals of Project CANAL. While word processing may be helpful in the academic process, it is not clear how the training fits into the goals of Project CANAL or how its effects on academic performance will be evaluated.

TABLE 6

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 30, 31 and August 1, 2, 3, 1990

Date	CPT			NCPT			Total
	T	Anc	Par	T	Anc	Par	
7/30/90	5	2	1	14	4	1	27
7/31/90	9	2	1	6	3		21
8/01/90	8	2	1	7	3		21
8/02/90	7	2		4	3	1	17
8/03/90	5		1	9	1		16
Total	34	8	4	40	14	2	102

CPT=core planning team; NCPT=non-core planning team; T=teacher; Anc=ancillary; Par=parent.

Number of CANAL schools represented at each session:

7/30/90 - 15
7/31/90 - 12
8/01/90 - 12
8/02/90 - 11
8/03/90 - 10

Number of different schools attending at least one session - 17.

Desktop Publishing

Project CANAL described the purpose of this set of sessions as: ". . . participants learned to combine desktop publishing and graphics, including layouts and typography for newsletters, newspapers, fliers, invitations, and letterheads, as well as the artistic potential of computers to decorate and communicate via fliers, invitations, bulletin boards, banners,

TABLE 7

Project CANAL Training: 41 CANAL Schools
Desktop Publishing
August 6, 7, 8, 9, 10, 1990

Date	CPT		NCPT			Total
	T	Par	T	Anc	Par	
8/06/90	12	8	11	4	3	38
8/07/90	15		15	1		31
8/08/90	11	9	7		2	29
8/09/90	11	2	10			23
8/10/90	8	2	6			16
Total	57	21	49	5	5	137

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary; Par=parent.

Number of CANAL schools represented at each session:

8/06/90 - 17
8/07/90 - 15
8/08/90 - 14
8/09/90 - 14
8/10/90 - 11

Number of different schools attending at least one session - 19.

clip art, certificates, and posters."[7] The agenda appears highly ambitious even for a substantially literate computer audience. If accomplished, the skills could be useful to school-based management teams.

As Table 7 shows, 137 individuals attended with the great majority being teachers, 106. Seventy-eight of those present were CPT members, representing 19 of the 41 CANAL schools. (The details are available in Table A-7, Appendix A.)

Disk Operating Systems

While Project CANAL did not describe the module's specific purpose in its Quarterly Report, a handout describing the objectives of the sessions indicated it was a basic

TABLE 8

Project CANAL Training: 41 CANAL Schools
Disk Operating Systems
August 9 and 10, 1990

Date	CPT	NCPT	Total
	Parent	Parent	
8/09/90	9	1	10
8/10/90	5	3	8
Total	14	4	18

CPT = core planning team; NCPT = non-core planning team.

Number of CANAL schools represented at each session:

8/09/90 - 4
8/10/90 - 2

Number of different schools attending at least one session - 4.

[7] Ibid.

introduction to DOS. It is not clear how training in DOS is related to school-based management, or to the specific goals of CANAL. Attendance at the two sessions was small, with only 10 parents attending the first session and eight parents at the second. (The details on attendance are available in Table A-8, Appendix A.) They represented only four of the 41 CANAL schools. Was the workshop intended only for parents? If so, how does it relate to CANAL? And, what is the value to CANAL's goals in teaching a few parents DOS?

A Look At Computer Software

Project CANAL described the goal of this module as providing ". . . opportunities to review and discuss the uses and features of various types of software for several subject areas, software for tutorial settings, and software designed to develop higher thinking skills."[8] As shown in Table 9, 111 individuals attended the five sessions. Interestingly, the great majority, 87, were parents, but 83 were not CPT members. The detail in Table A-9, Appendix A shows that 72 of the parents were from one school, with a dozen or more at each of the five sessions. How does this fit into the overall plan of Project CANAL? It is not clear why so many parents from one school took part in the training with a dozen or more at each session. (Note that about a dozen individuals attended all five sessions.) It is not clear why so many parents from one school attended but, if they had not been there, the number attending would have been very small.

[8] Ibid.

TABLE 9

Project CANAL Training: 41 CANAL Schools
Computer Software
August 13 to 17, 1990

Date	CPT			NCPT			Total
	T	Par	Cm	T	S	Par	
8/13/90	3		1	2		15	21
8/14/90	2	1		2	3	15	23
8/15/90	3	1		1		16	21
8/16/90	1	1		3		19	24
8/17/90	2	1		1		18	22
Total	11	4	1	9	3	83	111

CPT=core planning team; NCPT=non-core planning team;
T=teacher; S=student; Par=parent; Cm=community member.

Number of CANAL schools represented at each session:

8/13/90 - 7
8/14/90 - 7
8/15/90 - 5
8/16/90 - 5
8/17/90 - 5

Number of different schools attending at least one session - 9.

Summary

Table 10 summarizes the participation of the 41 CPTs of CANAL across all of the computer-focused training sessions and the number of sessions in each of the nine modules were at least one representative attended. Attendees were counted whether or not they were members of the school's CPT. Thus, Bass had no one participate in any of the sessions

of the nine modules. Bennett, however was represented at all five sessions of the module on Desktop Publishing and at three of the five sessions on Computer Software.

The totals in the right hand columns of the table provide different types of summaries of attendance. T1 describes the number of modules in which a school was represented at every session of the module. T2 shows the total number of modules in which a school was represented, whether at one or more the sessions of a module. T3 describes the total number of sessions across all the modules at which a CANAL school was represented.

A glance at the T1 column shows that schools were not likely to attend all the sessions of a module. A number of schools were not represented at any of the modules and no school attended all of the sessions of all nine modules. For example, Bass did not attend any sessions of any of the nine modules. Bradwell attended both sessions that made up the module DOS, (Disk Operating Systems). And, Frazier was represented at all sessions of three modules, including CC (Computer Class), WP1 (Word Processing 1), and CIT (Computer as an Instructional Tool).

The data in column T1 of Table 10 are summarized in Table 11 below. It shows that 19 schools did not attend all of the sessions of any of the nine modules, 11 did so for only one module, two did for two, four for three, three for four, and two for six.

Column T2 of Table 10 shows the total number of modules at which a school was represented, whether the school attended one or all of the sessions of the module. Table 12 summarizes the data in T2. It shows that there was substantial variation, with some schools attending none of the modules and at least two represented at eight of the nine modules. None of the 41 CANAL schools were represented at all nine modules. The table

TABLE 10

Project CANAL Training: 41 CANAL Schools
Summary of Participation in Summer 1990 Computer Training Modules

School	CC n=2	WP1 n=4	CIT n=5	SW n=5	OI n=5	WP2 n=5	DP n=5	DOS n=2	CS n=5	T1	T2	T3
Bass										0	0	0
Bennett							5		3	1	2	8
Bradwell			2				2	2		1	3	6
Byford										0	0	0
Carter	1	3	3			1	4			0	5	12
Clark			5	5	4	5	5			4	5	24
Cooper										0	0	0
DePriest										0	0	0
Dett										0	0	0
DuBois			5	1		4				1	3	10
Dumas					5		4		1	1	3	10
Subtotal	1	3	15	6	9	10	20	2	4	8	21	70

CC=Computer Class; WP1=Word Processing 1; CIT=Computers As An Instructional Tool; SW=Software In The Classroom; OI=Organizing Information; WP2=Word Processing 2; DP=Desktop Publishing; DOS=Disk Operating Systems; CS=Computer Software; T1=number of modules in which every session had a representative of the school; T2=number of modules in which a school was represented in one or more sessions; T3=number of sessions across all modules in which a school was represented.

TABLE 10 (Continued)

Project CANAL Training: 41 CANAL Schools
Summary of Participation in Summer 1990 Computer Training Modules

School	CC n=2	WP1 n=4	CIT n=5	SW n=5	OI n=5	WP2 n=5	DP n=5	DOS n=2	CS n=5	T1	T2	T3
DuSable			4	5						1	2	9
Dyett						4				0	1	4
Fernwood						5	5			2	2	10
Frazier	2	4	5	2	3	4	4			3	7	24
Gale			4							0	1	4
Goldblatt							2	1		0	2	3
Gregory	1		4			1	4		4	0	5	14
Guggenheim										0	0	0
Hammond		4	5	4		5			5	4	5	23
Hearst										0	0	0
Howe		4	4	2	4	1			4	1	6	19
Subtotal	3	12	26	13	7	20	15	1	13	11	31	110

CC=Computer Class; WP1=Word Processing 1; CIT=Computers As An Instructional Tool; SW=Software In The Classroom; OI=Organizing Information; WP2=Word Processing 2; DP=Desktop Publishing; DOS=Disk Operating Systems; CS=Computer Software; T1=number of modules in which every session had a representative of the school; T2=number of modules in which a school was represented in one or more sessions; T3=number of sessions across all modules in which a school was represented.

TABLE 10 (Continued)

Project CANAL Training: 41 CANAL Schools
Summary of Participation in Summer 1990 Computer Training Modules

School	CC n=2	WP1 n=4	CIT n=5	SW n=5	OI n=5	WP2 n=5	DP n=5	DOS n=2	CS n=5	T1	T2	T3
Hughes										0	0	0
Jungman	1						1			0	2	2
Kelvyn Park						1	1			0	2	2
Lafayette			2	5	1		1		1	1	5	10
Lowell		4	5	5	4	4	1			3	6	23
Manierre			5	3			5			2	3	13
Mayo		4	4			4				1	3	12
Moos	1					1				0	2	2
Orr		4	5		3	5	5			4	5	22
Piccolo		2		2	1					0	3	5
Robeson	1	4	5	5	5	1	5	2		6	8	28
Subtotal	3	18	26	20	14	16	19	2	1	17	39	119

CC=Computer Class; WP1=Word Processing 1; CIT=Computers As An Instructional Tool; SW=Software In The Classroom; OI=Organizing Information; WP2=Word Processing 2; DP=Desktop Publishing; DOS=Disk Operating Systems; CS=Computer Software; T1=number of modules in which every session had a representative of the school; T2=number of modules in which a school was represented in one or more sessions; T3=number of sessions across all modules in which a school was represented.

TABLE 10 (Continued)

Project CANAL Training: 41 CANAL Schools
Summary of Participation in Summer 1990 Computer Training Modules

School	CC n=2	WP1 n=4	CIT n=5	SW n=5	OI n=5	WP2 n=5	DP n=5	DOS n=2	CS n=5	T1	T2	T3
Sherman	1		3	2	5	4	2			1	6	17
Spencer										0	0	0
Stowe										0	0	0
Sumner	1	4	5	5	4	5	5		5	6	8	34
Terrell		4	5	5	3					3	4	17
Westinghouse							4		5	1	2	9
Williams			2	5			1	1		1	4	9
Woodson				5	3	5	5		1	3	5	19
Subtotal	2	8	15	22	15	14	17	1	11	15	29	105
TOTAL	9	41	82	61	45	60	71	6	29	51	120	404

CC=Computer Class; WP1=Word Processing 1; CIT=Computers As An Instructional Tool; SW=Software In The Classroom; OI=Organizing Information; WP2=Word Processing 2; DP=Desktop Publishing; DOS=Disk Operating Systems; CS=Computer Software; T1=number of modules in which every session had a representative of the school; T2=number of modules in which a school was represented in one or more sessions; T3=number of sessions across all modules in which a school was represented.

TABLE 11

Project CANAL Training: 41 CANAL Schools
Number of Schools Represented at all the Sessions of a Module

Number of Modules at Which a School Was Represented in all of the Sessions of a Module											
Number of Sessions	0	1	2	3	4	5	6	7	8	9	Total
Number of Schools	19	11	2	4	3	0	2	0	0	0	41

also shows that 10 CANAL schools attended none of the modules, while only 13 schools attended five or more of the nine modules.

The overall purpose of the computer related training sessions with respect to the goals of Project CANAL is unclear. There is no explanation of how the training supported the original goal of raising levels of academic achievement through the implementation of school-based management. Nor is it obvious what lessons were to be learned from the

TABLE 12

Project CANAL Training: 41 CANAL Schools
Number of Modules in Which Schools Participated

Number of Modules in Which Schools Participated											
Number of Sessions	0	1	2	3	4	5	6	7	8	9	Total
Number of Schools	10	2	8	6	2	7	3	1	2	0	41

training that could be generalized to other schools or what types of research designs were in place that would enable CANAL staff to draw conclusions for such lessons.

PART II: GENERAL TRAINING

Introduction

A second group of training sessions covered a variety of topics. Some of the sessions were designed to assist particular schools in meeting the goals of their school improvement plans while others were directed towards classroom skills and content.[9] The following provides a brief description of the attendance patterns at the sessions.

African Foundations Orientation

The African Foundations Orientation training is described as: ". . . intensive 45-hour African Foundations Program adapted for Project CANAL by the Kemetic Institute, which provided strategies for the inclusion of African and African-American content in existing school curriculum."[10] Project CANAL reported that as a result of the training, four schools have implemented the African-Centered Curriculum. [11]

No information was provided on how the effect of the training will be evaluated. Will Project CANAL be able to assess the impact, if any, that the orientation will have on academic performance? Will it include a design to assess the impact of the training?

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[9] Ibid., p. 21.

[10] Ibid., p. 37.

[11] Ibid., p. 21.

Table 13 provides a summary of participation in the training. (For a detailed presentation of attendance see Table B-1 in Appendix II.) Nine sessions were held and the total number of individuals attending across all nine sessions was 184. Only the July 26 session drew more than 20 persons. The remainder all varied between 14 and 19 attendees. In terms of the potential audience, the actual number attending was small. In addition, not many CANAL schools were represented at any of the sessions. The most schools represented at any one session was 13, and this occurred in only one of the 10 sessions. Usually nine or 10 schools were represented. Over all of the sessions, only 21 of the 41 CANAL schools had someone attending at least one of the sessions. Twenty of the schools took no part in the training, as shown in the summary of Table 14.

TABLE 13
Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

Constituency	CPT			NCPT			Total
	T	Anc	Par	T	Anc	Par	
6/23/90	4		1	8	2	2	17
6/24/90	7		3	6	2	1	19
6/25/90	8		2	4	3	1	18
6/26/90	8		3	5	2	4	22
6/27/90	6		2	4	2		14
6/30/90	5		2	5	3	3	18
6/31/90	8		1	4	3	3	19
7/1/90	6	1	1	5	1	3	17
7/2/90	5	1	1	8	1	2	18
7/3/90	7	1	1	6	1	3	19
Total	64	3	17	55	20	22	181

CPT=core planning team; NCPT=non-core planning team; T=teacher; Anc =ancillary staff; Par=parents.

Number of different schools represented:

6/23/90 9
6/24/90 9
6/25/90 10
6/26/90 10
6/27/90 6
6/30/90 9
6/31/90 10
7/01/90 9
7/02/90 10
7/03/90 13

Number of different schools attending at least one session - 21.

TABLE 14

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
Number of Sessions in Which Schools Participated

Number of Sessions	0	1	2	3	4	5	6	7	8	9	10	Total
Number of Schools	20	7	4	0	0	1	1	2	1	3	2	41

Parent Involvement Workshops

The content and purpose of Parent Involvement Workshops is described by Project CANAL as: "Five parent workshops were held at the Training Center during the summer: two evening sessions and three daytime sessions in order to accommodate both working and non-working parents. The workshops included topics on the following:

- Understanding the learning process and learning environment along with the roles and responsibilities of shared school governance;
- Types of classroom learning styles; and,
- Strategies for evaluating class work and homework.

The general notion of the training, to help parents get involved in the educational process and training, is appropriate. What is lacking, is an explication of how the training fits the goals of Project CANAL, and how the effects of the training will be evaluated. Will it be possible to determine the effect that such training has on academic achievement?

Table 15 summarizes participation (the detail on attendance at the sessions is shown in Table B-2 in Appendix B). Three of the sessions had a rather large attendance with 44,

TABLE 15

Project CANAL Training: 41 CANAL Schools
Parent Involvement Workshops
July 5, 19, 26 and August 2, 16, 1990

CPT or Non-CPT Parent	CPT Parent	NCPT Parent	Total
7/05/90	7	9	16
7/19/90	18	26	44
7/26/90	3	8	11
8/02/90	13	23	36
8/16/90	6	22	28
Total	47	88	135

CPT=core planning team and NCPT=non-core planning team member.

Number of different schools represented:

7/05/90 8
7/19/90 13
7/26/90 5
8/02/90 12
8/16/90 9

Number of different schools attending at least one session - 19.

36, and 28 persons attending. The remaining two sessions had only 11 and 16 individuals present. A total 135 individuals attended the five sessions. Only 47 of the attendees were parents who were members of CPTs while 88 were non-CPT parents.

Not many of the 41 CANAL schools were represented at any of the five sessions. The most schools represented at any one session was 13 and the remainder had 12, nine, eight and five. The most CANAL schools represented at any one session was 19, see Table

16. Thus, relatively few parents participated, representing fewer than half of the CANAL schools.

TABLE 16

Project CANAL Training: 41 CANAL Schools
Parent Involvement Workshops
July 5, 19, 26 and August 2, 16, 1990
Number of Sessions in Which Schools Participated

Number of Sessions	0	1	2	3	4	5	Total
Number of Schools	22	5	6	4	3	1	41

Early Childhood Education Workshop

The purpose of two Early Childhood Education workshops appeared intended for teachers. Project CANAL described them as ". . . designed for early childhood education staff, this workshop focused on techniques to enhance the developmentally appropriate practice that matches the curriculum to child's level of mental ability in the traditional classroom; strategies to implement the Montessori curriculum; and the creation of an appropriate environment."[12] As expected, the great majority of participants at both sessions were teachers, as shown in Table 17. (The details of attendance at the two are shown in Table B-3 in Appendix B.) Only 13 of the 83 attendees were not teachers.

The sessions drew attendees from 23 of the 41 CANAL schools, while 18 did not participate. Table 18 shows school representation more directly. Only 14 schools had someone attend both sessions, while in nine schools, only one session was attended.

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[12] Ibid., p. 37.

TABLE 17

Project CANAL Training: 41 CANAL Schools
Early Childhood Education Workshop
July 10, 1990

Constituency	CPT			NCPT			Total
	T	Anc	Par	T	Anc	Par	
7/10/90	9	1		32	5	4	51
7/17/90	5		1	24	2		32
Total	14	1	1	56	7	4	83

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; and Par=parent.

Number of different schools represented:

7/10/90 21
7/17/90 16

23 different schools were represented at one or more of the two sessions.

TABLE 18

Project CANAL Training: 41 CANAL Schools
Early Childhood Education Workshop
July 10, 1990
Number of Sessions in Which Schools Participated

Number of Sessions	0	1	2	Total
Number of Schools	18	9	14	41

Character Education

The training provided under this title was described as providing ". . . participants with insight on creating a learning environment that fosters self-esteem and academic success; develops critical thinking skills and identifies self-discipline as a means of achieving goals and improving self-respect as well as respect for others."[13] The session did not attract many teachers. Only 29 came, and 17 of them did not indicate their school affiliation, see Table 19. While the purpose of the session seemed highly relevant to the goals of Project CANAL, teachers did not take advantage of the opportunity.

TABLE 19

Project CANAL Training: 41 CANAL Schools
Character Education: August 15, 1990

School	CPT Teacher	NCPT Teacher	Total
Bradwell	1	1	2
DuBois	1		1
Gregory		2	2
Guggenheim		2	2
Hammond	1		1
Manierre		1	1
Williams	1		1
Woodson	2		2
Unknown*			17
Total	6	6	29

* The 17 unknown did not designate the school they were from. One signed in as a consultant and a second as a social worker.

[13] Ibid., p. 38.

Principles of Non-Violence

The workshop on non-violence was organized around the six principles of non-violence of Dr. Martin Luther King. They consist of techniques for the peaceful resolution of problems rather than violent and anti-social ones.[14] As was true for the workshop above, the goals seemed relevant, but participation was very low. Table 20 shows that only 16 individuals attended and they represented only five of the 41 CANAL schools.

TABLE 20

Project CANAL Training: 41 CANAL Schools
Principles of Non-Violence: August 16, 1990

School	CPT Teachers	NCPT Teachers	Total
Byford	2		2
Howe		1	1
Lafayette		1	1
Manierre		1	1
Sherman		1	1
Unknown			3
Other			4*
CANAL			3
Total	2	4	16**

* The other included two parents (school affiliation not given), one consultant, and one person from DEEOP.

** The total does not equal the sum of CPT and non-CPT teachers because it included 3 unknown, 4 other, and 3 CANAL staff.

[14] Ibid.

The Whole Language Approach

The purpose of the whole language approach workshop was to assist early education staff to implement a program to integrate reading and writing in order to enhance progress.[15] The effort was somewhat more successful than the non-violence workshop. in that it attracted 35 teachers. While the number of CANAL teachers who could have benefitted from the workshop is unknown, the relevance of the content seems obvious.

Table 21 describes the attendance with respect to the schools represented and whether the attendees were members of the CPTs.

Media Resources

Nineteen sessions were devoted to workshops on media resources. Project CANAL described the workshops as follows: "Participants received instruction in utilizing Media Center equipment to design bulletin boards, displays, supplementary materials, badges, bookmarks, books, newsletters, flyers, school stationary and posters to be used at the local school site."[16] Presumably, skills in carrying out these various tasks could be useful at the local site, however, there is no indication that Project staff have organized methods to ascertain the effect of the training on the more general goals of CANAL.

Despite the large number of sessions, training in media resources provoked only a modest response. Most sessions had representatives from only a handful of CANAL schools; the most schools represented at a single session was eight, and two sessions had

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[15] Ibid., p. 37.

[16] Ibid., p. 40.

TABLE 21

Project CANAL Training: 41 CANAL Schools
The Whole Language Approach: July 12, 1990

School	CPT Teachers	NCPT Teachers	Total
Bennett	1		1
Dett		1	1
DuBois	1		1
Dumas		4	4
DuSable		1	1
Frazier	1*	1	2
Gregory	2	6	8
Guggenheim	1		1
Hammond	1		1
Howe		1	1
Jungman		2	2
Lafayette		1	1
Manierre	1**		1
Mayo	1	1	2
Sherman	2		2
Terrell		1	1
Other		1	1
Ferguson		4	4
Total	11	24	35

* Parent.

** Teacher Aide.

TABLE 22

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

Constituency	CPT		NCPT			Total	Number of Schools
	T	Pr	T	Pr	Cm		
8/6/90	3		6			9	4
8/7/90	4		7		1	12	8
8/8/90	2		2			4	3
8/9/90	3		2			5	5
8/10/90	3	1				4	4
8/13/90	3		4			7	5
8/14/90			8			8	6
8/15/90	1		6			7	5
8/16/90	3		3			6	4
8/20/90	1		6			7	5
8/21/90	2	1	4			7	6
8/22/90	2	1		1		4	3
8/23/90		2	3	1		6	5
8/24/90	1	3	1	1		6	5
8/27/90	2	1	1			4	3
8/28/90	5	1	1			7	4
8/29/90		1				1	1
8/30/90			1			1	1
8/31/90	1	1	3			5	5
Total	36	12	58	3	1	110	n/a

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Par=parent; and Cm=community member.

only one attendee each from one school. A summary of the data is shown in Table 22. The details for each of the workshops is shown in Table B-4 in Appendix B.

Table 23 shows participation in terms of the number of sessions that CANAL schools attended. The table shows the 20 of the CANAL schools didn't take part in any of the media training. Seven took part in only one session, three in two, three in three, two in four and none attended more than 13 of the 19 training opportunities.

TABLE 23

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990
Number of Sessions in Which Schools Participated

Number of Sessions	0	1	2	3	4	5	6	7	9	12	13	Total
Number of Schools	20	7	3	3	2	1	1	1	1	1	1	41

There are no columns for 8, 10, and 11 sessions because no one attended those number of sessions.

Male Responsibility

Male responsibility training consisted of a ". . . five-day workshop series . . . designed to train and develop role models to implement programs at the local site that will lead minority youth to comprehend and change their self-image, develop self-esteem and exercise positive skills in communication and conflict resolution." None of the sessions were able to attract representatives from as many as half of the CANAL schools, and the number of

individuals present at any one session was quite small. The greatest number present was 27 and the least 20, as shown in Table 24. The details on attendance for each session is shown in Table B-4 in Appendix B.

TABLE 24

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9 and 10, 1990

Constituency	CPT		NCPT			Total
	T	Par	T	Anc	Par	
8/6/90	5		19	3		27
8/7/90	7		14	4		25
8/8/90	2	1	13	4		20
8/9/90	5	1	12	1	1	20
8/10/90	7	1	9	2	1	20
Total	26	3	67	14	2	112

CPT=core planning team; NCPT=non core planning team; T=teacher; Anc=ancillary staff; Par=parent.

Number of different schools represented:

8/6/90 19
8/7/90 16
8/8/90 14
8/9/90 14
8/10/90 14

19 different schools were represented at one or more of the five sessions.

Table 25 shows attendance in terms of the number of sessions at which a school was represented. Thus, 22 schools had no one attend any of the five sessions, and only 11 of the

41 CANAL schools were represented at all five sessions. While the subject appeared appropriate, the potential audience failed to take advantage of the opportunity.

TABLE 25

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9, 10, 1990
Number of Sessions in Which Schools Participated

Number of Sessions	0	1	2	3	4	5	Total
Number of Schools	22	1	3	2	2	11	41

Beyond Assertive Discipline

The workshop, titled "Beyond Assertive Discipline," was described by Project CANAL as ". . . a three-hour graduate course adapted for Project CANAL by Lee Canter Associates and Elmhurst College which provided participants with training in a system of rules and consequences, balanced with rewards for appropriate behavior."[17]

Table 26 provides a summary of attendance at the session. The details of attendance are presented in Table B-6, Appendix B. The number of teachers present at each of the sessions was quite large, varying from 33 to 43. However, the five sessions reached only a small portion of CANAL teachers. It is not clear how the impact of the training will be evaluated, or whether any attempt will be made to assess the effect of the training in terms of the more general goals of Project CANAL.

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[17] Ibid., p. 38.

TABLE 26

Project CANAL Training: 41 CANAL Schools
Beyond Assertive Discipline
August 13, 14, 15, 16, and 17, 1990

Constituency	CPT			NCPT		Total
	T	Anc	Cm	T	Anc	
8/13/90	13	1		23	2	39
8/14/90	12	1	1	19		33
8/15/90	13		1	29		43
8/16/90	12		1	25	2	40
8/17/90	13		1	19		33
Total	63	2	4	115	4	188

CPT=core planning team; NCPT=non core planning team; T=teacher; Anc=ancillary staff; Cm=community member.

Number of different schools represented:

8/13/90 13 schools
8/14/90 12 schools
8/15/90 11 schools
8/16/90 10 schools
8/17/90 11 schools

13 different schools were represented at one or more of the five sessions.

Table 27 shows how many sessions the 41 CANAL schools participated in. As many as 28 of the schools didn't attend any of the five sessions, one school attended one session, one school attended two, two schools attended four and nine schools attended five of the sessions. No explanation is given for the reason why so many schools didn't participate in any of the training, or why only nine schools had someone present at all five sessions.

TABLE 27

Project CANAL Training: 41 CANAL Schools
Beyond Assertive Discipline
August 13, 14, 15, 16, and 17, 1990
Number of Sessions in Which Schools Participated

Number of Sessions	0	1	2	3	4	5	Total
Number of Schools	28	1	1	0	2	9	41

Paideia Institute

Four sessions were devoted to the Paideia Institute training in the Socratic method of teaching. Project CANAL has offered the training on a regular basis, but from the start the response of CANAL schools to the training has been almost non-existent. Only a handful of CANAL school teachers or CPT members come to the sessions representing only several of the CANAL schools. No rationale has been given for the commitment to support this effort, either in terms of its value to the initiation of school-based management, or to an evaluative strategy that would provide information to other Chicago schools on the utility of exposing teachers and schools staff to the approach.

Table 28 indicates that the four sessions offered in early August were no more successful than preceding efforts. The total attendance for all four sessions was only 45 people. The most attending any one of the sessions was 16, and one session had as few as

TABLE 28

Project CANAL Training: 41 CANAL Schools
Paideia Institute
August 6, 7, 8, 9, 1990

Constituency	CPT		NCPT		TOTAL
	T	Par	T	Par	
8/6/90	3	1	8	4	16
8/7/90	4	1	3		8
8/8/90	5	2	2	1	10
8/9/90	6	2	3		11
Total	18	6	16	5	45

CPT = core planning team; NCPT = non core planning team; T = teacher; Par = parent.

Number of different schools represented:

8/6/90 10 schools
8/7/90 6 schools
8/8/90 8 schools
8/9/90 8 schools

11 different schools were represented at one or more of the five sessions.

eight attendees. Only 24 of the 45 attendees were on CPT's of CANAL schools (18 teachers and six parents). Overall, only 11 schools were represented by attendees. As Table 29 shows, 30 of the CANAL schools did not participate in Paideia and only four CANAL schools were represented by a participant in all four sessions.

TABLE 29

Project CANAL Training: 41 CANAL Schools
Paideia Institute
August 6, 7, 8, and 9, 1990
Number of Sessions in Which Schools Participated

Number of Sessions	0	1	2	3	4	Total
Number of Schools	30	1	3	3	4	41

Selected Principals Meeting

On August 21 a meeting was held for "selected" principals. The session was titled, "Review of Participation, 1989-1990," but no basis for selecting the principals was outlined. Principals from 15 of the 41 CANAL schools participated. They are shown in Table 30

TABLE 30

Project CANAL: Selected Principals Meeting
August 21, 1990

Schools Represented by Principals (n=15)	
Bass	Hammond
Byford	Jungman
Dett	Marin
Dumas	Mayo
Dyett	Moos
Gale	Robeson
Goldblatt	Stowe
Guggenheim	

Evaluation Design Workshop: Orr

An evaluation design workshop was held for Orr Community Academy to help the school-based management team design a plan for evaluating teachers. The attendees included six individuals from Orr's CPT, five teachers and the principal. In addition, six teachers attended who were not on the CPT. It is not clear what the difference is between the CPT of CANAL and the school-based management team, but apparently in Orr, the two are not the same.

TABLE 31

Project CANAL: Orr Community Academy
Evaluation Design Workshop
May 14, 1990

Attendees (n=12)	
CPT Teachers*	6
Non-CPT Teachers	6

* The CPT teachers include the principal.

Curriculum Writing Workshop

On June 7 a workshop on curriculum writing was held for the English Department of Orr. Twelve teachers attended the workshop, see Table 32.

TABLE 32

Project CANAL: Orr Community Academy
English Department Curriculum Writing Workshop
June 7, 1990

Attendees (n=12)	
CPT Teachers	2
Non-CPT Teachers	10

Jungman CPT Planning Team Meeting.

On July 25 Jungman's CPT Planning Team met to discuss surplus monies to support Project CANAL goals. Ten individuals met, but only four of them were members of Jungman's CPT. Are the non-CPT members also members of the CPT Planning Team?

TABLE 33

Project CANAL Training: Jungman Elementary School
CANAL Core Planning Team Meeting
July 25, 1990

CPT Planning Team	
CPT Members	4
Non-CPT Members	6

Kelvyn Park Design Planning Team

Two sets of training sessions were held for Kelvyn Park High School's Design Planning Team. The first was for four days, from July 9 through July 12. A hundred people attended over the four-day period, but surprisingly, almost none of the attendees, only four, were members of Kelvyn Park's CPT, as shown in Table 34.

The same thing occurred for the second session, which again was for four days. Over this period, 105 individuals attended, but only four of them were on the CPT of Kelvyn Park, see Table 34. Is it intended that CPT members do not participate in Design Planning Team training? If so, what is the relationship between the Design Planning Team and the CPT regarding the school improvement plan?

TABLE 34

Project CANAL Training
Kelvyn Park High School Design Planning Team
July 9, 10, 11 and 12, 1990

July 9, 1990			
Constituency	CPT	NCPT	Totals
Teachers		22	23
Ancillaries		1	
July 10, 1990			
Principal	1		25
Teachers		22	
Ancillaries	1	1	
July 11, 1990			
Teachers	1	24	26
Ancillaries		1	
July 12, 1990			
Principal	1		26
Teachers		24	
Ancillaries		1	
Totals	4	96	100

CPT = member of core planning team;
NCPT = non core planning team.

TABLE 34 (Continued)

Project CANAL Training
Kelvyn Park High School Design Planning Team
July 16, 17, 18, 19, 1990

July 16, 1990			
Category	CPT	NCPT	Total
Principal	1		24
Teachers		22	
Ancillaries		1	
July 17, 1990			
Principal	1		25
Teachers		23	
Ancillaries		1	
July 18, 1990			
Principal	1	25	27
Teachers		1	
Ancillaries			
July 19, 1990			
Principal	1		29
Teachers		28	
Totals	4	101	105

CPT = member of core planning team; NCPT = not a member of the core planning team.

CONCLUSION

The summer training experience was organized around computer-oriented workshops and sessions focused on more general issues and needs. The computer-oriented workshops covered a wide variety of topics, but appeared directed towards providing individuals with skills to use computers for various purposes. Some of the skills seemed appropriate to the goals of CANAL, such as those directed towards organizing information. Others seemed further removed from CANAL goals, such as basic courses in word processing. The audience at the sessions was also unusual in that topics directed towards teachers attracted non-teaching individuals.

The more general training sessions consisted of various topics and goals but often failed to attract the audience that seemed most appropriate. Overall, it is difficult to see how the summer training will contribute directly towards academic achievement in the 41 CANAL schools. Participation was so modest and so scattered across the 41 schools that identifying any effect of the training is highly unlikely. The subject mix and the seemingly random self-selection of individuals who showed up for the sessions would make it impossible to identify the impact that any of the training may have on academic achievement. And if academic achievement improves, declines or remains the same in CANAL schools, there would be no reason to assume that it was due to CANAL training. Also, it would seem impossible to produce information that could be useful to the efforts of other Chicago Public schools in reducing the impact of desegregation. The exposure of schools and individuals was too unstructured to identify lessons that could be applied in other Chicago public schools.

APPENDICES

APPENDIX A

PROJECT CANAL TRAINING: SUMMER 1990
41 CANAL SCHOOLS
COMPUTER ORIENTED TRAINING ACTIVITIES

Table A-1

Project CANAL Training: 41 CANAL Schools
Computer Class: June 26 and 28, 1990

School	CPT			NCPT			T3
	T	Par	T1	T	Par	T2	
June 26, 1990							
Carter	1		1				1
Frazier		1	1				1
Gregory	1		1				1
Jungman				1		1	1
Robeson		6	6		1	1	7
Sumner		1	1				1
Subtotal	2	8	10	1	1	2	12
June 28, 1990							
Frazier		2	2				2
Moos				1		1	1
Sherman				1		1	1
CANAL*				1		1	1
Subtotal		2	2	3		3	5
TOTAL	2	10	12	4	1	5	17

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Par=parent; T1=total CPT; T2=total NCPT;
T3=total attending.

*CANAL staff.

Table A-2

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 2, 3, 4, 5, 6, 1990

July 2, 1990								
School	CPT				NCPT			T3
	P	T	Par	T1	T	Anc	T2	
Carter		1		1				1
Frazier			1	1				1
Hammond					1		1	1
Howe					3		3	3
Lowell	1	1		2	4		4	6
Mayo					1		1	1
Orr		1		1	3	1	4	5
Piccolo					1		1	1
Robeson					2		2	2
Sumner	1	1		2				2
Terrell		1		1	2		2	3
CANAL*					1		1	1
Marin**					1		1	1
Subtotal	2	5	1	8	19	1	20	28

CPT = core planning team; NCPT = non-core planning team;
P = principal; T = teacher; Anc = ancillary staff; Par = parent;
T1 = total CPT; T2 = total NCPT; T3 = total attending.

*CANAL staff.

**Marin became the 42nd CANAL school.

Table A-2 (Continued)

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 2, 3, 4, 5, 6, 1990

July 3, 1990								
School	CPT				NCPT			T3
	P	T	Par	T1	T	Anc	T2	
Carter					1		1	1
Frazier			1	1				1
Hammond					1		1	1
Howe					2		2	2
Lowell	1			1	5		5	6
Mayo					1		1	1
Orr					5	1	6	6
Robeson					2		2	2
Sumner	1	1		2				2
Terrell		1		1	2		2	3
Subtotal	2	2	1	5	19	1	20	25

CPT = core planning team; NCPT = non-core planning team;
P = principal; T = teacher; Anc = ancillary staff; Par = parent;
T1 = total CPT; T2 = total NCPT; T3 = total attending.

Table A-2 (Continued)

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 2, 3, 4, 5, 6, 1990

July 5, 1990								
School	CPT				NCPT			T3
	P	T	Par	T1	T	Anc	T2	
Carter		1		1				1
Frazier			1	1				1
Hammond					1		1	1
Howe					2		2	2
Lowell		1		1	4		4	5
Mayo					1		1	1
Orr					4	1	5	5
Piccolo					1		1	1
Robeson					1		1	1
Sumner	1	1		2				2
Terrell		1		1	1		1	2
Subtotal	1	4	1	6	15	1	16	22

CPT=core planning team; NCPT=non-core planning team;
P=principal; T=teacher; Anc=ancillary staff; Pr=parent;
T1=total CPT; T2=total NCPT; T3=total attending.

Table A-2 (Continued)

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 2, 3, 4, 5, 6, 1990

July 6, 1990								
School	CPT				NCPT			T3
	P	T	Par	T1	T	Anc	T2	
Frazier			1	1				1
Hammond					1		1	1
Howe					2		2	2
Lowell		1		1	5		5	6
Mayo					1		1	1
Orr		1		1	3	1	4	5
Robeson					1		1	1
Sumner	1	1		2				2
Terrell		1		1	2		2	3
Subtotal	1	4	1	6	15	1	16	22
TOTAL	6	15	4	25	68	4	72	97

CPT=core planning team; NCPT=non-core planning team;
P=principal; T=teacher; Anc=ancillary staff; Pr=parent;
T1=total CPT; T2=total NCPT; T3=total attending.

Table A-3
Project CANAL Training: 41 CANAL Schools
the Computer as an Instructional Tool
July 9, 10, 11, 12, 13, 1990

July 9, 1990								
School	CPT				NCPT			T3
	P	T	Par	T1	T	Anc	T2	
Bradwell		1		1				1
Carter			1	1				1
Clark					2		2	2
DuBois		1		1				1
DuSable					1		1	1
Frazier			1	1	1		1	2
Gale		1		1				1
Gregory					3		3	3
Hammond		1		1				1
Howe					2		2	2
Lowell	1	1		2	3		3	5
Manierre					2		2	2
Mayo					1		1	1
Orr					1		1	1
Robeson		1		1	2		2	3
Sherman						1	1	1
Sumner		1		1				1
Terrell		1		1		1	1	2
CANAL*					2		2	2
Subtotal	1	8	2	11	20	2	22	33

CPT = core planning team; NCPT = non-core planning team;
P = principal; T = teacher; Anc = ancillary staff; Par = parent;
T1 = total CPT; T2 = total NCPT; T3 = total attending.
*CANAL staff.

Table A-3 (Continued)
Project CANAL Training: 41 CANAL Schools
the Computer as an Instructional Tool
July 9, 10, 11, 12, 13, 1990

July 10, 1990								
School	CPT				NCPT			T3
	P	T	Par	T1	T	Anc	T2	
Bradwell		1		1				1
Carter			1	1				1
Clark					2		2	2
DuBois		1		1				1
DuSable					1		1	1
Frazier					1		1	1
Gale		1		1				1
Gregory					3		3	3
Hammond		1		1				1
Howe					2		2	2
Lowell	1	1		2	3		3	5
Manierre					2		2	2
Mayo		1		1				1
Orr					1		1	1
Robeson		1		1	2		2	3
Sherman						1	1	1
Sumner		1		1				1
Terrell		1		1	1		1	2
Ross*					1		1	1
Subtotal	1	9	1	11	19	1	20	31

CPT = core planning team; NCPT = non-core planning team; P = principal;
T = teacher; Anc = ancillary staff; Par = parent; T1 = total CPT;
T2 = total NCPT; T3 = total attending.
*Not a CANAL school.

Table A-3 (Continued)

Project CANAL Training: 41 CANAL Schools
the Computer as an Instructional Tool
July 9, 10, 11, 12, 13, 1990

July 11, 1990							
School	CPT			NCPT			T3
	T	Par	T1	T	Anc	T2	
Clark				1		1	1
DuBois	1		1				1
Frazier		1	1	2		2	3
Gale	1		1				1
Gregory				2		2	2
Hammond	1		1				1
Howe				1	1	2	2
Lowell	1		1	2		2	3
Manierre				3		3	3
Mayo				1		1	1
Orr				1		1	1
Robeson	1		1	2		2	3
Sumner	1		1				1
Terrell				1		1	1
CANAL*				1		1	1
Subtotal	6	1	7	17	1	18	25

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

*CANAL staff.

Table A-3 (Continued)
Project CANAL Training: 41 CANAL Schools
the Computer as an Instructional Tool
July 9, 10, 11, 12, 13, 1990

July 12, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Carter		1	1					1
Clark				2			2	2
DuBois	1		1					1
DuSable				1			1	1
Frazier		1	1					1
Gregory				2			2	2
Hammond	1		1					1
Lafayette						4	4	4
Lowell	4		4	1			1	5
Manierre				2			2	2
Mayo				1			1	1
Orr				1			1	1
Robeson	1	2	3	2			2	5
Sherman					1		1	1
Sumner	1	1	2					2
Terrell	1		1			1	1	2
Williams		1	1			1	1	2
CANAL*				1			1	1
Subtotal	9	6	15	13	1	6	20	35

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.
*CANAL staff.

Table A-3 (Continued)
Project CANAL Training: 41 CANAL Schools
the Computer as an Instructional Tool
July 9, 10, 11, 12, 13, 1990

July 13, 1990									
School	CPT				NCPT				T3
	P	T	Par	T1	T	Anc	Par	T2	
Clark					1			1	1
DuBois		1		1					1
DuSable					1			1	1
Frazier			1	1	1			1	2
Gale		1		1					1
Hammond		1		1					1
Howe					1	1		2	2
Lafayette							4	4	4
Lowell	1			1					1
Manierre					2			2	2
Orr					1			1	1
Robeson		1		1	2			2	3
Sumner		1		1			1	1	2
Terrell					1		1	2	2
Williams			2	2					2
CANAL*					1			1	1
Subtotal	1	5	3	9	11	1	6	18	27

TOTALS	P	T	Pr	T1	T	Anc	Pr	T2	T3
	3	37	13	53	80	6	12	98	151

CPT = core planning team; NCPT = non-core planning team; P = principal;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.
*CANAL staff.

Table A-4

Project CANAL Training: 41 CANAL Schools
Software in the Classroom
July 16, 17, 18, 19, 20 1990

July 16, 1990								
School	CPT				NCPT			T3
	T	Anc	Par	T1	T	Par	T2	
Clark					2		2	2
DuSable					1		1	1
Hammond	1			1				1
Lafayette						4	4	4
Lowell	1			1	4		4	5
Manierre					2		2	2
Piccolo					1		1	1
Robeson	1		1	2	2	1	3	5
Sumner					1		1	1
Terrell	1			1		1	1	2
Williams		1		1		1	1	2
Woodson	1			1				1
Subtotal	5	1	1	7	13	7	20	27

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; Par=parents; T1=total CPT;
T2=total NCPT; T3=total attending.

Table A-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Software in the Classroom
July 16, 17, 18, 19, 20, 1990

July 17, 1990								
School	CPT				NCPT			T3
	T	Anc	Par	T1	T	Par	T2	
Clark					2		2	2
DuSable					1		1	1
Frazier			1	1				1
Hammond	2			2	1		1	3
Howe					1		1	1
Lafayette						4	4	4
Lowell	1			1	1		1	2
Manierre					2		2	2
Robeson			1	1	1	1	2	3
Sherman					1		1	1
Sumner			1	1				1
Terrell	1			1		1	1	2
Williams		1	1	2				2
Woodson	1			1	1		1	2
CANAL*					1		1	1
Subtotal	5	1	4	10	12	6	18	28

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

*CANAL staff.

Table A-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Software in the Classroom
July 16, 17, 18, 19, 20, 1990

July 18, 1990								
School	CPT				NCPT			T3
	T	Anc	Par	T1	T	Par	T2	
Clark					2		2	2
DuSable					1		1	1
Hammond	1			1				1
Lafayette						4	4	4
Lowell					3		3	3
Manierre					2		2	2
Piccolo					1		1	1
Robeson	1		1	2		1	1	3
Sumner						1	1	1
Terrell	1			1		1	1	2
Williams		1	1	2				2
Woodson	2			2				2
Subtotal	5	1	2	8	9	7	16	24

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; Par=parents; T1=total CPT;
T2=total NCPT; T3=total attending.

Table A-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Software in the Classroom
July 16, 17, 18, 19, 20, 1990

July 19, 1990								
School	CPT				NCPT			T3
	T	Anc	Par	T1	T	Par	T2	
Clark					2		2	2
DuBois					1		1	1
DuSable					1		1	1
Frazier			1	1				1
Hammond	2			2				2
Howe					1		1	1
Lafayette						4	4	4
Lowell					2		2	2
Robeson	1		1	2	1	1	2	4
Sherman					1		1	1
Sumner	1			1				1
Terrell	1			1		1	1	2
Williams		1	1	2				2
Woodson	1			1				1
Subtotal	6	1	3	10	9	6	15	25

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

Table A-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Software in the Classroom
July 16, 17, 18, 19, 20, 1990

July 20, 1990								
School	CPT				NCPT			T3
	T	Anc	Par	T1	T	Par	T2	
Clark					2		2	2
DuSable					1		1	1
Lafayette						3	3	3
Lowell					1		1	1
Robeson	1		2	3				3
Sumner						1	1	1
Terrell	1			1		1	1	2
Williams		1	1	2				2
Woodson	2			2				2
Subtotal	4	1	3	8	4	5	9	17
TOTALS	25	5	13	43	47	31	78	121

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

Table A-5

Project CANAL Training: 41 CANAL Schools
Computer Instruction: Organizing Information
July 23, 24, 25, 26, 27, 1990

July 23, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Clark				1			1	1
Dumas		1	1	1			1	2
Frazier		1	1					1
Howe				1			1	1
Lafayette				1			1	1
Lowell	1		1	2			2	3
Piccolo				1			1	1
Robeson	1		1			1	1	2
Sherman				1	2		3	3
Sumner	1		1					1
Terrell	1		1					1
Woodson	1		1					1
Subtotal	5	2	7	8	2	1	11	18

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; Par=parents; T1=total CPT;
T2=total NCPT; T3=total attending.

Table A-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Computer Instruction: Organizing Information
July 23, 24, 25, 26, 27, 1990

July 24, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Clark				2			2	2
Dumas	1	1	2					2
Frazier		1	1					1
Howe				3			3	3
Lowell				1			1	1
Orr				1			1	1
Robeson	1	3	4			2	2	6
Sherman					2		2	2
Sumner	1		1					1
Terrell	1		1					1
Woodson	1		1					1
Subtotal	5	5	10	7	2	2	11	21

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; Par=parents; T1=total CPT;
T2=total NCPT; T3=total attending.

Table A-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Computer Instruction: Organizing Information
July 23, 24, 25, 26, 27, 1990

July 25, 1990							
School	CPT		Non-CPT				T3
	T	T1	T	Anc	Par	T2	
Dumas	1	1					1
Howe			1			1	1
Robeson	3	3			2	2	5
Sherman				2		2	2
Subtotal	4	4	1	2	2	5	9

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

Table A-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Computer Instruction: Organizing Information
July 23, 24, 25, 26, 27, 1990

July 26, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Clark				1			1	1
Dumas		1	1	1			1	2
Howe				1			1	1
Lowell				1			1	1
Orr				1			1	1
Robeson	1	2	3			2	2	5
Sherman				1	2		3	3
Sumner	1		1					1
Woodson	1		1					1
Subtotal	3	3	6	6	2	2	10	16

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

Table A-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Computer Instruction: Organizing Information
July 23, 24, 25, 26, 27, 1990

July 27, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Clark				2			2	2
Dumas		1	1	1			1	2
Frazier		1	1					1
Lowell				1			1	1
Orr				1			1	1
Robeson	1	1	2			1	1	3
Sherman					1		1	1
Sumner	1		1					1
Terrell	1		1					1
Subtotal	3	3	6	5	1	1	7	13
TOTAL	20	13	33	27	9	8	44	77

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; Par=parents; T1=total CPT;
T2=total NCPT; T3=total attending.

Table A-6

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 30, 31 and August 1, 2, 3, 1990

July 30, 1990									
School	CPT				NCPT				T3
	T	Anc	Par	T1	T	Anc	Par	T2	
Carter			1	1					1
Clark	1			1	1			1	2
DuBois	1			1					1
Fernwood	1			1					1
Frazier							1	1	1
Hammond					1			1	1
Howe					2			2	2
Kelvyn Park					1			1	1
Lowell					2			2	2
Mayo	1			1					1
Moos					1			1	1
Orr					1	1		2	2
Sherman		2		2	1	2		3	5
Sumner					1	1		2	2
Woodson	1			1	2			2	3
Mitchell*					1			1	1
Subtotal	5	2	1	8	14	4	1	19	27

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.
*Not a CANAL school.

Table A-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 30, 31 and August 1, 2, 3, 1990

July 31, 1990								
School	CPT				NCPT			T3
	T	Anc	Par	T1	T	Anc	T2	
Clark	1			1				1
DuBois	1			1				1
Dyett					1		1	1
Fernwood	1			1				1
Frazier			1	1				1
Hammond					1		1	1
Lowell					1		1	1
Mayo	2			2				2
Orr	1			1		1	1	2
Sherman		1		1	1	2	3	4
Sumner	1	1		2	1		1	3
Woodson	2			2				2
Mitchell*					1		1	1
Subtotal	9	2	1	12	6	3	9	21

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

*Not a CANAL school.

Table A-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 30, 31 and August 1, 2, 3, 1990

August 1, 1990								
School	CPT				NCPT			T3
	T	Anc	Par	T1	T	Anc	T2	
Clark	1			1				1
DuBois	1			1				1
Dyett					1		1	1
Fernwood	1			1				1
Frazier			1	1				1
Hammond					1		1	1
Lowell					1		1	1
Mayo	1			1				1
Orr	1			1		1	1	2
Sherman		1		1	1	2	3	4
Sumner	1	1		2	1		1	3
Woodson	2			2	1		1	3
Mitchell*					1		1	1
Subtotal	8	2	1	11	7	3	10	21

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; Par=parents; T1=total CPT;
T2=total NCPT; T3=total attending.

*Not a CANAL school.

Table A-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 30, 31 and August 1, 2, 3, 1990

August 2, 1990								
School	CPT			NCPT				T3
	T	Anc	T1	T	Anc	Par	T2	
Clark	1		1					1
Dyett				1			1	1
Fernwood	1		1					1
Hammond				1			1	1
Lowell				1			1	1
Mayo	1		1					1
Orr	1		1		1		1	2
Robeson						1	1	1
Sherman		1	1	1	2		3	4
Sumner	1	1	2					2
Woodson	2		2					2
Subtotal	7	2	9	4	3	1	8	17

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

Table A-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Introduction to Word Processing
July 30, 31 and August 1, 2, 3, 1990

August 3, 1990							
School	CPT			NCPT			T3
	T	Par	T1	T	Anc	T2	
Clark	1		1				1
DuBois	1		1				1
Dyett				1		1	1
Fernwood	1		1				1
Frazier		1	1				1
Gregory				1		1	1
Hammond				1		1	1
Orr	1		1		1	1	2
Sumner				1		1	1
Woodson	1		1				1
CANAL*				1		1	1
Unknown**				4		4	4
Subtotal	5	1	6	9	1	10	16

TOTALS	T	Anc	Par	T1	T	Anc	Par	T2	T3
	34	8	4	46	40	14	2	56	102

CPT=core planning team; NCPT=non-core planning team;
T=teacher; Anc=ancillary staff; Par=parents; T1=total CPT;
T2=total NCPT; T3=total attending.
*CANAL staff.
**No school affiliation given.

Table A-7
Project CANAL Training: 41 CANAL Schools
Desktop Publishing
August 6, 7, 8, 9, 10, 1990

August 6, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Bennett	3		3					3
Bradwell		3	3					3
Carter				1			1	1
Clark	1		1					1
Dumas		1	1	1			1	2
Fernwood				1		1	2	2
Frazier		1	1					1
Goldblatt		3	3					3
Gregory	1		1	1			1	2
Lowell				1			1	1
Manierre						1	1	1
Orr	1		1	2			2	3
Robeson				1			1	1
Sherman					4		4	4
Sumner	1		1			1	1	2
Westinghouse	1		1	2			2	3
Woodson	4		4					4
Barry*				1			1	1
Subtotal	12	8	20	11	4	3	18	38

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.
*Not a CANAL school.

Table A-7 (Continued)

Project CANAL Training: 41 CANAL Schools
Desktop Publishing
August 6, 7, 8, 9, 10, 1990

August 7, 1990					
School	CPT	NCPT			T2
	T	T	Anc	T1	
Bennett	1				1
Carter		1		1	1
Clark	1				1
Dumas	1	2		2	3
Fernwood	1	1		1	2
Gregory	1	1		1	2
Jungman	2				2
Lafayette		1		1	1
Manierre		1		1	1
Orr		1		1	1
Robeson		1		1	1
Sherman			1	1	1
Sumner	1	1		1	2
Westinghouse	2	1		1	3
Woodson	5				5
Carnegie*		3		3	3
Luella*		1		1	1
Subtotal	15	15	1	16	31

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; T1 = total NCPT;
T2 = total attending.
*Not CANAL schools.

Table A-7 (Continued)

Project CANAL Training: 41 CANAL Schools
Desktop Publishing
August 6, 7, 8, 9, 10, 1990

August 8, 1990							
School	CPT			NCPT			T3
	T	Par	T1	T	Par	T2	
Bennett	2		2				2
Bradwell		2	2		1	1	3
Carter				1		1	1
Clark	1		1				1
Fernwood	1		1	1		1	2
Frazier		1	1				1
Goldblatt		3	3				3
Gregory	2		2	1		1	3
Manierre				1		1	1
Orr	1		1	2		2	3
Robeson				1		1	1
Sumner	1	1	2				2
Williams		1	1				1
Woodson	3	1	4		1	1	5
Subtotal	11	9	20	7	2	9	29

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Par = parents; T1 = total CPT; T2 = total NCPT;
T3 = total attending.

Table A-7 (Continued)

Project CANAL Training: 41 CANAL Schools
Desktop Publishing
August 6, 7, 8, 9, 10, 1990

August 9, 1990					
School	CPT			NCPT	T2
	T	Par	T1	T	
Bennett	1		1		1
Carter				1	1
Clark	1		1		1
Dumas				1	1
Fernwood	1		1	1	2
Frazier		1	1		1
Gregory	1		1	1	2
Kelvyn Park				1	1
Manierre				1	1
Orr	2		2	2	4
Robeson				1	1
Sumner	1	1	2		2
Westinghouse				1	1
Woodson	4		4		4
Subtotal	11	2	13	10	23

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Par = parents; T1 = total CPT; T2 = total attending.

Table A-7 (Continued)

Project CANAL Training: 41 CANAL Schools
Desktop Publishing
August 6, 7, 8, 9, 10, 1990

August 10, 1990					
School	CPT			NCPT	T2
	T	Par	T1	T	
Bennett	1		1		1
Clark	1		1		1
Dumas				1	1
Fernwood	1		1		1
Frazier		1	1		1
Manierre				1	1
Orr	2		2	2	4
Robeson				1	1
Sumner	1	1	2		2
Westinghouse				1	1
Woodson	2		2		2
Subtotal	8	2	10	6	16

TOTALS	T	Par	T1	T	Anc	Par	T2	T3
	57	21	78	49	5	5	59	137

CPT = core planning team; NCPT = non-core planning team;
T = teacher; Anc = ancillary staff; Par = parents; T1 = total CPT;
T2 = total NCPT; T3 = total attending.

Table A-8

Project CANAL Training: 41 CANAL Schools
Disk Operating Systems
August 9 and 10, 1990

August 9, 1990			
School	CPT	NCPT	Total
	Par	Par	
Bradwell	2	1	3
Goldblatt	3		3
Robeson	3		3
Williams	1		1
Subtotal	9	1	10
August 10, 1990			
Bradwell	2	1	3
Robeson	3		3
CANAL		2	2
Subtotal	5	3	8
TOTAL	14	4	18

CPT = core planning team; NCPT = non-core planning team; Par = parent.

Table A-9

Project CANAL Training: 41 CANAL Schools
Computer Software
August 13, 14, 15, 16, 17, 1990

August 13, 1990									
School	CPT				CPT				T3
	T	Par	Cm	T1	T	S	Par	T2	
Bennett	1			1					1
Gregory	1			1					1
Hammond	1		1	2			12	12	14
Howe					1			1	1
Sumner							1	1	1
Westinghouse					1			1	1
Woodson							2	2	2
Subtotal	3		1	4	2		15	17	21
August 14, 1990									
Bennett	1			1					1
Gregory	1			1					1
Hammond		1		1		3	12	15	16
Howe					1			1	1
Lafayette							2	2	2
Sumner							1	1	1
Westinghouse					1			1	1
Subtotal	2	1		3	2	3	15	20	23

CPT = core planning team; NCPT = non-core planning team; T = teacher;
S = student; Par = parents; T1 = total CPT; T2 = total NCPT;
T3 = total attending.

Table A-9 (Continued)

Project CANAL Training: 41 CANAL Schools
Computer Software
August 13, 14, 15, 16, 17, 1990

August 15, 1990									
School	CPT				NCPT				T3
	T	Par	Cm	T1	T	S	Par.	T2	
Bennett	1			1					1
Gregory	1			1					1
Hammond	1	1		2			14	14	16
Sumner							2	2	2
Westinghouse					1			1	1
Subtotal	3	1		4	1		16	17	21
August 16, 1990									
Dumas					1		1	2	2
Hammond	1	1		2			16	16	18
Howe					1			1	1
Sumner							2	2	2
Westinghouse					1			1	1
Subtotal	1	1		2	3		19	22	24

CPT=core planning team; NCPT=non-core planning team; T=teacher; S=student; Par=parents; Cm=community member; T1=total CPT; T2=total NCPT; T3=total attending.

Table A-9 (Continued)

Project CANAL Training: 41 CANAL Schools
Computer Software
August 13, 14, 15, 16, 17, 1990

August 17, 1990									
School	CPT				NCPT				T3
	T	Par	Cm	T1	T	S	Par	T2	
Gregory	1			1					1
Hammond	1	1		2			15	15	17
Howe							1	1	1
Sumner							2	2	2
Westinghouse					1			1	1
Subtotal	2	1		3	1		18	19	22
TOTAL	11	4	1	16	9	3	83	95	111

CPT=core planning team; NCPT=non-core planning team; T=teacher; S=student; Par=parents; Cm=community member; T1=total CPT; T2=total NCPT; T3=total attending.

APPENDIX B

PROJECT CANAL TRAINING: SUMMER 1990
41 CANAL SCHOOLS
GENERAL TRAINING ACTIVITIES

Table B-1

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

July 23, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Bradwell	1		1					1
DePriest	1		1					1
Gregory	1		1	2	2		4	5
Howe	1		1	2			2	3
Kelvyn Park				1			1	1
Lafayette				1		2	3	3
Manierre				1			1	1
Sumner		1	1					1
Westinghouse				1			1	1
African Found.*				2			2	2
Subtotal**	4	1	5	10	2	2	14	19

CPT=core planning team; NCPT=non-core planning team, T=teacher; Anc=ancillary; Par=parent; T1=total CPT; T2=total NCPT; T3=total.

*Not from a CANAL school.

**See note at the end of the table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

July 24, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Bradwell	1		1					1
DePriest	1		1					1
Frazier		1	1					1
Gregory	3		3	2	2		4	7
Howe	1		1	2			2	3
Manierre				1			1	1
Robeson		2	2			1	1	3
Sumner	1		1					1
Westinghouse				1			1	1
Other*							3	3
Subtotal**	7	3	10	6	2	1	12	22

CPT = core planning team; NCPT = non-core planning team, T = teacher; Anc = ancillary; Par = parent; T1 = total CPT; T2 = total NCPT; T3 = total.

*Not from a CANAL school.

**See note at the end of table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

July 25, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Bradwell	1		1					1
DePriest	1		1					1
Frazier		1	1					1
Gregory	3		3		2	1	3	6
Howe	1		1	2			2	3
Jungman	2		2					2
Manierre				1			1	1
Sherman					1		1	1
Sumner		1	1					1
Westinghouse				1			1	1
R and E*							1	1
Subtotal**	8	2	10	4	3	1	9	19

CPT=core planning team; NCPT=non-core planning team, T=teacher; Anc=ancillary; Par=parent; T1=total CPT; T2=total NCPT; T3=total.
*Not from a CANAL school, but Research and Evaluation.
**See note at the end of table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

July 26, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Bradwell	1		1					1
DePriest	1		1					1
Frazier		1	1					1
Gregory	4		4	1	2		3	7
Howe	1		1	2			2	3
Lafayette						2	2	2
Manierre				1			1	1
Robeson		2	2			2	2	4
Sumner	1		1					1
Westinghouse				1			1	1
Subtotal	8	3	11	5	2	4	11	22
July 27, 1990								
Bradwell	1		1					1
DePriest	1		1					1
Frazier		1	1					1
Gregory	3		3	2	2		4	7
Howe	1		1	2			2	3
Sumner		1	1					1
Subtotal	6	2	8	4	2		6	14

CPT = core planning team; NCPT = non-core planning team, T = teacher; Anc = ancillary; Par = parent; T1 = total CPT; T2 = total NCPT; T3 = total.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

July 30, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T2	
Carter				1			1	1
Clark	1		1					1
Frazier		1	1					1
Gregory	3		3	2	2		4	7
Howe	1		1	1			1	2
Lafayette						3	3	3
Manierre				1	1		2	2
Sumner		1	1					1
Woodson*							1	1
R and E**							1	1
Subtotal***	5	2	7	5	3	3	13	20

CPT=core planning team; NCPT=non-core planning team, T=teacher; Anc=ancillary; Par=parent; T1=total CPT; T2=total NCPT; T3=total.

*The attendee from Woodson signed in as a consultant.

**Not from a CANAL school, but Research and Evaluation.

***See note at the end of table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

July 31, 1990								
School	CPT			NCPT				T3
	T	Par	T1	T	Anc	Par	T	
Bradwell	1		1					1
DePriest	1		1					1
Frazier	1		1					1
Gregory	3		3	1	2		3	6
Howe	1		1	1			1	2
Lafayette						3	3	3
Manierre				1	1		2	2
Sumner		1	1					1
Westinghouse				1			1	1
Woodson	1		1					1
Unknown*					1		1	1
Subtotal**	8	1	9	4	4	3	11	20

CPT=core planning team; NCPT=non-core planning team, T=teacher; Anc=ancillary; Par=parent; T1=total CPT; T2=total NCPT; T3=total.

*School affiliation unknown.

**See note at the end of table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

August 1, 1990									
School	CPT				NCPT				T3
	T	Anc	Par	T1	T	Anc	Par	T2	
Bradwell	1			1					1
DePriest	1			1					1
Frazier			1	1					1
Gregory	3			3	2	1		3	6
Howe					2			2	2
Lafayette							3	3	3
Manierre		1		1	1			1	2
Sumner			1	1					1
Woodson*	1			1				1	2
Subtotal**	6	1	2	9	5	1	3	10	19

CPT=core planning team; NCPT=non-core planning team, T=teacher; Anc=ancillary; Par=parent; T1=total CPT; T2=total NCPT; T3=total.

*An attendee from Woodson signed in as a consultant.

**See note at the end of table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

August 2, 1990									
School	CPT				NCPT				T3
	T	Anc	Par	T1	T	Anc	Par	T2	
DePriest	1			1					1
Dyett					1			1	1
Frazier			1	1					1
Gregory	3			3	3	1		4	7
Howe	1			1	2			2	3
Lafayette							2	2	2
Manierre		1		1	1			1	2
Sumner			1	1					1
Westinghouse					1			1	1
Woodson*								1	1
Total**	5	1	2	8	8	1	2	12	20

CPT = core planning team; NCPT = non-core planning team, T = teacher; Anc = ancillary; Par = parent; T1 = total CPT; T2 = total NCPT; T3 = total.

*An attendee from Woodson signed in as a consultant.

**See note at the end of table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

August 3, 1990									
School	CPT				NCPT				T3
	T	Anc	Par	T1	T	Anc	Par	T2	
Clark	1			1					1
Dyett					1			1	1
Fernwood	1			1					1
Frazier			1	1					1
Gregory	2			2	1			1	3
Hammond					1			1	1
Howe					1			1	1
Lafayette							3	3	3
Manierre		1		1					1
Orr					1	1		2	2
Piccolo	1			1					1
Sherman					1			1	1
Woodson	2			2					2
R and E*								1	1
CANAL**					1			1	1
Unknown***						4		4	4
Subtotal****	7	1	1	9	7	5	3	16	25

CPT = core planning team; NCPT = non-core planning team, T = teacher; Anc = ancillary; Par = parent; T1 = total CPT; T2 = total NCPT; T3 = total.

*From Research and Evaluation; **CANAL staff; ***School affiliation unknown; ****See note at the end of table.

Table B-1 (Continued)

Project CANAL Training: 41 CANAL Schools
African Foundations Orientation
July 23, 24, 25, 26, 27, 30, 31 and August 1, 2, 3, 1990

TOTAL*	T	Anc	Par	T1	T	Anc	Par	Oth**	T2	T3
	64	3	19	86	58	25	22	9	114	200

CPT=core planning team; NCPT=non-core planning team, T=teacher; Anc=ancillary; Par=parent; T1=total CPT; Oth=other; T2=total NCPT; T3=total.

*The totals include attendees who were not from CANAL schools or did not fit the categories of trainees. Thus, T3 does not necessarily equal the sum of T1 and T2.

**Oth includes those not counted in the categories of T, Anc, or Par.

Table B-2

Project CANAL Training: 41 CANAL Schools
Parent Involvement Workshops
July 5, 19, 26 and August 2, 16, 1990

July 5, 1990			
Schools	CPT Parents	NCPT Parents	Total
Bradwell	4	1*	5
DuBois		1	1
Frazier	1		1
Lafayette		2	2
Mayo		1	1
Robeson	1	1	2
Terrell		1**	1
Williams	1	2	3
Subtotal	7	9	16

*Grandparent.

**LSC chair.

Table B-2 (Continued)

Project CANAL Training: 41 CANAL Schools
Parent Involvement Workshops
July 5, 19, 26 and August 2, 16, 1990

July 19, 1990			
Schools	CPT Parents	NCPT Parents	Total
Bass		1	1
Bradwell	4	1	5
Carter		2	2
Cooper	3	1	4
Frazier	1		1
Goldblatt	3	1	4
Hammond		5	5
Jungman	2	4	6
Lafayette		5	5
Robeson	3	1	4
Stowe	1	2	3
Terrell		1	1
Williams	1	2	3
Subtotal	18	26	44

Table B-2 (Continued)

Project CANAL Training: 41 CANAL Schools
Parent Involvement Workshops
July 5, 19, 26 and August 2, 16, 1990

July 26, 1990			
School	CPT Parent	NCPT Parent	Total
Carter	1	3	4
Mayo		1	1
Terrell		1	1
Williams	1	3	4
Woodson	1		1
Subtotal	3	8	11

Table B-2 (Continued)

Project CANAL Training: 41 CANAL Schools
Parent Involvement Workshops
July 5, 19, 26 and August 2, 16, 1990

August 2, 1990			
School	CPT Parent	NCPT Parent	Total
Bass*	3	1	4
Carter		2	2
Cooper	2	2	4
Dumas	1		1
Frazier	1		1
Goldblatt	3		3
Hammond		11	11
Jungman		2	2
Lafayette		2	2
Robeson	2	2	4
Terrell		1	1
Williams*	1		1
Subtotal	13	23	36

*One of the attendees signed in as a school community representative.

Table B-2 (Continued)

Project CANAL Training: 41 CANAL Schools
Parent Involvement Workshops
July 5, 19, 26 and August 2, 16, 1990

August 16, 1990			
Schools	CPT Parent	NCPT Parent	Total
Carter		2	2
Dumas	1	1	2
DuSable		7	7
Frazier	1		1
Hammond	1	4	5
Mayo		1	1
Spencer	1	3	4
Williams	1	4	5
Woodson	1		1
Subtotal	6	22	28
TOTAL	47	88	135

Table B-3

Project CANAL Training: 41 CANAL Schools
Early Childhood Education Workshop
Montessori Techniques for the Traditional Classroom
July 10, 1990

School	CPT			NCPT				T3
	T	Anc	T1	T	Anc	Par	T2	
Bass				2			2	2
Bennett	1		1					1
Carter					1		1	1
DePriest	2	1	3	2	2		4	7
Dett				1			1	1
DuBois	1		1	1			1	2
Dumas				3	1		4	4
Frazier	1		1	2			2	3
Gale				1			1	1
Gregory				6	1		7	7
Guggenheim	1		1					1
Hammond	1		1	1			1	2
Howe				2			2	2
Jungman				3			3	3
Lafayette				3		4*	7	7
Manierre				1			1	1
Subtotal	7	1	8	28	5	4	37	45

CPT = core planning team; NCPT = non-core planning team, T = teacher; Anc = ancillary; Par = parent; T1 = total CPT; T2 = total NCPT; T3 = total.

Table B-3 (Continued)

Project CANAL Training: 41 CANAL Schools
Early Childhood Education Workshop
Montessori Techniques for the Traditional Classroom
July 10, 1990

School	CPT			NCPT				T3
	T	Anc	T1	T	Anc	Par	T2	
Mayo	1		1	1			1	2
Moos				1			1	1
Orr				1			1	1
Sherman	1		1					1
Williams				1			1	1
Ferguson				1			1	1
Subtotal	2		2	5			5	7

CPT = core planning team; NCPT = non-core planning team, T = teacher; Anc = ancillary; Par = parent; T1 = total CPT; T2 = total NCPT; T3 = total.

Table B-3 (Continued)

Project CANAL Training: 41 CANAL Schools
Early Childhood Education Workshop
Montessori Techniques for the Traditional Classroom
July 17, 1990

School	CPT			NCPT			T3
	T	Par	T1	T	Anc	T2	
Carter				2		2	2
DuBois				1	1	2	2
Frazier		1	1				1
Gale				1		1	1
Gregory	1		1	6		6	7
Guggenheim	1		1				1
Hammond				1		1	1
Howe				1		1	1
Jungman				3		3	3
Lafayette				3		3	3
Manierre				1	1	2	2
Mayo	1		1	1		1	2
Moos				1		1	1
Sherman	1		1				1
Terrell	1		1	2		2	3
Woodson				2		2	2
Subtotal	5	1	6	25	2	27	33

TOTAL	T	Anc	Par	T1	T	Anc	Par	T2	T3
	14	1	1	16	58	7	4	69	85

CPT=core planning team; NCPT=non-core planning team, T=teacher; Anc=ancillary; Par=parent; T1=total CPT; T2=total NCPT; T3=total.

Table B-4

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 6, 1990			
School	CPT Teachers	NCPT Teachers	Total
Fernwood	1		1
Frazier	1		1
Lafayette		4	4
Woodson	1		1
Unknown		1	1
CANAL*		1	1
Subtotal	3	6	9
August 7, 1990			
Clark	1		1
Fernwood	1		1
Gale	1		1
Gregory	1	1	2
Lafayette		3	3
Robeson		1	1
Sherman		1	1
Woodson**		1	1
Mason***		2	2
Subtotal	4	9	13

*CANAL staff.
**Community member.
***Not a CANAL school

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 8, 1990			
School	CPT Teacher	NCPT Teacher	Total
Carter		1	1
Fernwood	1		1
Frazier	1		1
CANAL*		1	1
Other**			5
Subtotal***	2	2	9
August 9, 1990			
Carter		1	1
Fernwood	1		1
Frazier	1		1
Kelvyn Park		1	1
Sumner	1		1
CANAL*			2
Mason**		2	2
Unknown**			7
Subtotal***	3	4	16

*CANAL staff.

**Not from a CANAL school.

***See the note at the end of table.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 10, 1990			
School	CPT Teacher	NCPT Teacher	Total
Gale	1		1
Fernwood	1		1
Frazier	1		1
Sumner	1		1
Unknown*			1
Subtotal**	4		5
August 13, 1990			
School	CPT Teacher	NCPT Teacher	Total
Lafayette		3	3
Manierre		1	1
Mayo	1		1
Sumner	1		1
Woodson	1		1
CANAL***			4
Other*			4
Subtotal**	3	4	15

*Not from a CANAL school.

**See the note at the end of table.

***CANAL staff.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 14, 1990			
School	CPT Teacher	NCPT Teacher	Total
Carter		2	2
DePriest		1	1
Lafayette		2	2
Manierre		1	1
Sumner		1	1
Woodson		1	1
CANAL*			2
Subtotal**		8	10
August 15, 1990			
School	CPT Teacher	NCPT Teacher	Total
Carter		2	2
Gregory	1		1
Howe		1	1
Manierre		1	1
Woodson		2	2
Subtotal**	1	6	7

*CANAL staff.

**See note at the end of table.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 16, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell		1	1
Goldblatt	1		1
Gregory	2		2
Howe		1	1
CANAL			3
Higgins		1	1
Other*			5
Subtotal**	3	3	14

*Not from a CANAL school.

**See note at the end of table.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 20, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell		2	2
Carter		2	2
Clark	1		1
Lafayette		1	1
Woodson		1	1
CANAL*			3
Unknown**			2
Subtotal***	1	6	12
August 21, 1990			
Bradwell		2	2
Gale	1		1
Lafayette		1	1
Orr	1		1
Sumner	1		1
Woodson		1	1
CANAL*			1
Subtotal***	3	4	8

*CANAL staff.

**Not from a CANAL school.

***See note at the end of table.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 22, 1990			
School	CPT teacher	NCPT Teacher	Total
Bradwell*	1	1	2
Sumner	1		1
Woodson	1		1
CANAL**			3
Unknown***		2	2
Subtotal****	3	3	9*
August 23, 1990			
Carter		1	1
Bradwell	1*	1*	2
Lafayette		1	1
Sumner	1*		1
Woodson		1	1
CANAL**			1
Consultant***			1
Subtotal****	2	4	8

*The attendees were parents.

**CANAL staff.

***Not from a CANAL school.

****See note at the end of table.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 24, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell*	1	1	2
Carter		1	1
DuBois*	1		1
Sumner*	1		1
Woodson	1		1
Subtotal**	4	2	6
August 27, 1990			
Manierre		1	1
Sumner*	1		1
Woodson	2		2
Consultant***			1
Unknown***			2
Subtotal**	3	1	7

*All the attendees from these schools were parents.

**See note at the end of table.

***Not from CANAL schools.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 28, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bass	3		3
Carter		1	1
Sumner	1*		1
Woodson	2		2
CANAL			1
Consultant			1
Unknown**			2
Subtotal***	6	1	11
August 29, 1990			
Sumner	1*		1
CANAL			1
DEEOP			1
Unknown**			2
Subtotal***	1		5*

*The attendees were parents.

**Not from a CANAL school.

***See note at the end of table.

Table B-4 (Continued)

Project CANAL Training: 41 CANAL Schools
Media Resources
August 6, 7, 8, 9, 10, 13, 14, 15, 16,
20, 21, 22, 23, 24, 27, 28, 29, 30, 31, 1990

August 30, 1990			
School	CPT Teacher	NCPT Teacher	Total
Mayo		1	1
Unknown*		2	2
CANAL**			1
Subtotal***		3	4
August 31, 1990			
Carter		1	1
Clark	1		1
Kelvin Park		1	1
Sumner****	1		1
Woodson		1	1
CANAL**			1
Consultant*			1
Unknown*		1	1
Subtotal***	2	4	8
Total	48	70	176

*Not from a CANAL school.
**CANAL staff.
***The totals do not equal the sum of CPT and non-CPT teachers because a number of attendees gave inadequate identification for classification.
****Parent.

Table B-5

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9, 10, 1990

August 6, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bass		2	2
Bradwell		4	4
Carter		2	2
Clark		1	1
DePriest		1	1
Dett		1	1
DuBois	2		2
Dumas		1	1
Gale	1		1
Goldblatt		1	1
Gregory*	1	1	2
Hearst		2	2
Hughes		1	1
Orr	1		1
Robeson		1	1
Sherman		1	1
Subtotal	5	19	24

*The NCPT attendee was a parent.

Table B-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9, 10, 1990

August 6, 1990			
School	CPT Teacher	NCPT Teacher	Total
Sumner		1	1
Terrell		1	1
Williams*		1	1
Other**		1	1
CANAL***		16	16
Subtotal	0	20	20

*Security.

**Not from a CANAL school.

***CANAL staff.

Table B-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9, 10, 1990

August 7, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bass	1		1
Bradwell		3	3
Carter		2	2
Clark		1	1
DePriest		1	1
Dett		1	1
DuBois	2		2
Gale	1		1
Gregory*		2	2
Hearst**		1	1
Hughes	1		1
Orr	1		1
Robeson		2	2
Sherman	1	1	2
Sumner		3	3
Williams**		1	1
Other***			1
CANAL****		24	24
Subtotal*****	7	42	50

*One of the two was a parent.

**Security.

***Not from a CANAL school.

****CANAL staff.

*****See note at the end of table.

Table B-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9, 10, 1990

August 8, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bass*	1		1
Bradwell		2	2
Carter		2	2
DePriest		1	1
Dett		1	1
Gale	1		1
Goldblatt		1	1
Gregory		1	1
Hearst		1	1
Orr	1		1
Sherman		2	2
Sumner**		3	3
Terrell		1	1
Williams**		2	2
CANAL***		23	23
Subtotal	3	40	43

*Parent.

**One Sumner attendee was security as was one of the two Williams attendees.

***CANAL staff.

Table B-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9, 10, 1990

August 9, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bass*	1		1
Bradwell		2	2
Carter		2	2
DePriest		1	1
Dett		1	1
DuBois	1		1
Gale	1		1
Gregory*		2	2
Hearst		1	1
Hughes	1		1
Orr	1		1
Sherman	1	1	2
Sumner		3	3
Williams**		1	1
CANAL***		23	23
Subtotal	6	37	43

*The Bass attendee and one of the two Gregory attendees were parents.

**Security.

***CANAL staff.

Table B-5 (Continued)

Project CANAL Training: 41 CANAL Schools
Male Responsibility
August 6, 7, 8, 9, 10, 1990

August 10, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bass*	1		1
Bradwell		2	2
Carter		2	2
Dett		1	1
DuBois	1		1
Gale	1		1
Gregory*	1	1	2
Hearst**		1	1
Hughes	1		1
Orr	1		1
Robeson		1	1
Sherman	1	1	2
Sumner		2	2
Williams**	1	1	2
CANAL***		19	19
Subtotal	8	31	39
TOTAL****	29	189	219

*The attendee from Bass and the NCPT attendee from Gerory were parents.
**The Hearst and the NCPT attendee from Williams were Security.
***CANAL staff.
****The total does not equal the sum of the rows because some attendees did not indicate their position.

Table B-6

Project CANAL Training: 41 CANAL Schools
Beyond Assertive Discipline
August 13, 14, 15, 16, 17, 1990

August 13, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell	1	5	6
Clark	1	1	2
DuBois		1	1
Gregory		1	1
Guggenheim	1	4	5
Hammond	2	1	3
Howe		1	1
Jungman	2		2
Kelvyn Park		1	1
Lafayette		1	1
Manierre		2	2
Williams		2	2
Woodson*	7	5	12
CANAL**		1	1
Tilton***		1	1
Other***		1	1
Subtotal	14	28	42

*One of the Woodson CPT was a clerk and one was a community member.
**CANAL staff.
***Not from CANAL schools.

Table B-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Beyond Assertive Discipline
August 13, 14, 15, 16, 17, 1990

August 14, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell	1	5	6
Clark		1	1
DuBois	1		1
Gregory		2	2
Guggenheim	2	2	4
Hammond	2		2
Howe		1	1
Jungman		1	1
Lafayette		2	2
Manierre	2		2
Williams	1		1
Woodson*	5	5	10
Other**		3	3
Subtotal	14	22	36

*One of the CPT attendees was a community member.

**Not from CANAL schools.

Table B-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Beyond Assertive Discipline
August 13, 14, 15, 16, 17, 1990

August 15, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell	1	6	7
Clark		2	2
DuBois	1		1
Hammond	2	1	3
Gregory		2	2
Guggenheim	1	4	5
Jungman	3		3
Lafayette		2	2
Manierre		3	3
Williams	1	1	2
Woodson*	5	8	13
CANAL**		3	3
Subtotal	14	32	46

*One CPT attendee from Woodson was a community representative.

**CANAL staff.

Table B-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Beyond Assertive Discipline
August 13, 14, 15, 16, 17, 1990

August 16, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell	1	7	8
Clark	1	1	2
Gregory		2	2
Guggenheim	1	3	4
Hammond	1	2	3
Jungman	2		2
Lafayette		2	2
Manierre		2	2
Williams	1	1	2
Woodson*	6	7	13
CANAL		1	1
Tilton		1	1
Other**		6	6
Subtotal	13	35	48

*One of the Woodson CPT was a community member.

**Not from CANAL schools.

Table B-6 (Continued)

Project CANAL Training: 41 CANAL Schools
Beyond Assertive Discipline
August 13, 14, 15, 16, 17, 1990

August 17, 1990			
School	CPT Teacher	NCPT Teacher	Total
Bradwell	1	4	5
Clark	1	1	2
DuBois	1		1
Gregory		2	2
Guggenheim	1	4	5
Hammond	2		2
Jungman	3		3
Lafayette		1	1
Manierre		1	1
Williams	1	1	2
Woodson*	4	6	10
Tilton**		1	1
Other**		14	14
Subtotal	14	35	49
TOTAL	69	152	221

*One of the CPT attending from Woodson was a community member.

**The 14 other were teachers who did not indicate their school affiliation while Tilton is not a CANAL school.

Table B-7

Project CANAL Training: 41 CANAL Schools
Paideia Institute
August 6, 7, 8, 9, 1990

August 6, 1990			
School	CPT Teacher	NCPT Teacher	Total
Carter		1	1
Clark	1	1	2
Dumas*		2	2
Frazier*	1		1
Goldblatt		1	1
Jungman	2		2
Lafayette*		5	5
Lowell		1	1
Sumner		1	1
Westinghouse		1	1
CANAL**		3	3
Carnegie***		2	2
IPR***		2	2
Luella***		1	1
Subtotal	4	21	25

*One of the Dumas, the one from Frazier, and three of the Lafayette attendees were parents.

**CANAL staff.

***Not from a CANAL school.

Table B-7 (Continued)

Project CANAL Training: 41 CANAL Schools
Paideia Institute
August 6, 7, 8, 9, 1990

August 7, 1990			
School	CPT Teacher	NCPT Teacher	Total
Carter		1	1
Clark	1		1
Dumas*	1	1	2
Jungman	2		2
Lafayette		1	1
Westinghouse	1		1
IPR**		2	2
Carnegie**		2	2
Subtotal	5	7	12

*The attendee from Dumas was a parent.

**Not a CANAL school.

Table B-7 (Continued)

Project CANAL Training: 41 CANAL Schools
Paideia Institute
August 6, 7, 8, 9, 1990

August 8, 1990			
School	CPT Teacher	NCPT Teacher	Total
Clark	1		1
Cooper	1		1
Dumas*	2	1	3
Frazier*	1		1
Goldblatt		1	1
Jungman	1		1
Lowell		1	1
Westinghouse	1		1
Carnegie**		2	2
IPR**		2	2
Luella**		1	1
Subtotal	7	8	15

*One of the two CPT attendees from Dumas and the one from Frazier were were parents.

**Not CANAL schools.

Table B-7 (Continued)

Project CANAL Training: 41 CANAL Schools
Paideia Institute
August 6, 7, 8, 9, 1990

August 9, 1990			
School	CPT Teacher	NCPT Teacher	Total
Clark	1		1
Cooper	3		3
Dumas*	1	1	2
Frazier*	1		1
Goldblatt		1	1
Jungman	1		1
Lafayette		1	1
Westinghouse	1		1
Subtotal	8	3	11
TOTAL	24	39	63

*The CPT attendees were parents.

BUDGET STATUS

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

Third Year Budget Detail as of 05/31/91

General Office Supplies		$ 1,321
Postage		2,849
Consultant Services as of 05/31/91:		124,400
Phone	$ 434	
Total Phone		434
Printing:		
Project CANAL Reports	$ 2,296	
Total Printing		2,296
Travel Expenses:		
Hotel	$11,174	
Amtrak	52	
Food	2,348	
Airfare	6,870	
Local	1,934	
Miscellaneous	300	
Total Travel		22,678
Furniture/Equipment:		
Xerox Copier	$ 9,985	
Total Furniture/Equipment		9,985
Total Operating Expenses		**$163,963**

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

THIRD YEAR

OPERATING EXPENSES	Annual Cost	Aug/Sept Budget	Third Year Budget	Modification	Revised 3rd Year Budget	Expenses to 05/31/91	Balance As of 05/91
Supplies	$ 3,300	$ 10	$ 3,310	$ 0	$ 3,310	$ 1,321	$ 1,979
Postage	5,000	881	5,881	0	5,881	2,849	2,151
Consultant Services	124,500	1,511	126,011	0	126,011	124,400	100
Phone	2,500	0	2,500	(2,500)	2,500	434	2,066
Printing	5,000	834	5,834	0	5,834	2,296	2,704
Travel	30,000	3,954	33,954	0	33,954	22,678	7,322
Furniture/Equipment	12,715	4	12,719	0	12,719	9,985	2,730
Total Operating Expenses	**$183,015**	**$7,194**	**$190,209**	**$ -0-**	**$190,209**	**$163,963**	**$19,052**

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